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ABSTRACT

This reference work is an updated guide to 115 major national data sources related to higher education including surveys and databases, reports, statistical digests, and other means for making data available. It focuses on sources of data that are national in scope, updated and made available on a regular or periodic basis, and useful for policy analysis and development in relation to postsecondary education. Information on each source includes organization or agency name including acronyms, data source/title, description, data collected/reported, data availability, current data uses, publications, source/contact, World Wide Web site address, Fax numbers, and electronic mail addresses. The sources are grouped under five general topics and under each topic heading sources are listed alphabetically by organization. The five topics are: (1) general references; (2) postsecondary education; (3) finance and management; (4) faculty, staffing and salaries; and (5) physical facilities, libraries and assets. The compendium also includes indices by organization/agency and data source/title. Appendices provide information on ordering materials from the National Center for Education Statistics, the National Science Foundation, and the U.S. Bureau of the Census. (JLS)

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ED 409 794

Compendium of National Data Sources on Higher Education

Alene Bycer Russell

and

Melodie E. Christal

Editors

October 1996

HE 030 324

SHEEO

State Higher Education Executive Officers
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Foreword

The *Compendium of National Data Sources on Higher Education* provides a guide to the major national data resources related to higher education in this country. SHEEO's intent in periodically publishing this document is to support quality educational research and policy analysis. The *Compendium* is recognized as a valuable tool for state and institutional researchers and others needing access to national education data.

This is the fourth version of this sourcebook, each one a distinct improvement and expansion of the last. The initial publication, *Comparative Data About Higher Education*, was produced in 1984 by John Wittstruck. It was replaced in 1991 by the first *Compendium of National Data Sources*. This *Compendium*, edited by Charles S. Lenth, updated and substantially expanded the earlier directory. It was reorganized, revised, and expanded again in 1993 by Alene Bycer Russell and Esther M. Rodriguez.

This latest version of the *Compendium* again updates all of the sources included in the prior publications and adds over twenty-five new sources. In total, 115 data sources are summarized. In addition, reflecting the major shift that has taken place from print to electronic data dissemination, this version includes World Wide Web site addresses for accessing data and obtaining other organizational information. Fax numbers and electronic-mail addresses for communicating with contacts also are included. Alene Bycer Russell and Melodie E. Christal undertook the demanding work of checking and updating all of these sources and Dianne K. Peterson provided valuable production support. Whether your information needs are specific and well defined or broad and in need of more concreteness, this *Compendium* will be an indispensable reference.

James R. Mingle
Executive Director
State Higher Education Executive Officers
Denver, Colorado

Introduction

Demands for accountability in higher education have grown considerably over the past decade, and terms like performance indicators, report cards, and benchmarking are now quite commonplace. Federal legislation like Student Right-to-Know and state initiatives calling for greater effectiveness and efficiency are placing new data demands on institutional and system administrators and state-level coordinating and governing boards. In short, there is an increasing need for timely, reliable, and detailed comparative data throughout postsecondary education.

The questions being asked cover every facet of education, and a critical tone is sometimes evident. How much does it cost to attend college, and why are college costs so high? What can we do to help students finance their postsecondary education? How much time do faculty members spend teaching, and why don't they teach more? How many adults are seeking additional education, and is it meeting our workforce needs? Are the needs of minority students being met? How many students graduate, how long does it take, and how can we shorten time-to-degree? How well are our elementary and secondary students being prepared for postsecondary education and the workplace? How competitive is the United States in the global marketplace, and will we be prepared to compete in the next century? What is the value of a college degree?

Although data cannot provide solutions to the pressing issues of our day, they can provide an understanding of what is happening, permit comparisons with peers, and place the current picture in historical context. Data also can illustrate how common perceptions might be wrong, and that a proposed course of action may not produce the desired result. Of course, researchers must interpret data intelligently and communicate information in such a way that it provides a basis for bringing about change.

If the questions seem infinite, so sometimes do the data sources themselves as more data collection efforts are taking place nationwide. And if the number of data sources is increasing, so too are the number of places and formats in which data can be found. Dissemination through the medium of print now constitutes just part of the picture. Dissemination by data tape, diskette, and CD-ROM has grown tremendously, but even these electronic media are no longer state-of-the art. In fact, electronic access to data via the World Wide Web or similar means represents the newest, quickest, and perhaps most powerful way of getting current, comparative data into the hands of large numbers of researchers. The results are almost staggering. Data and statistics abound, but where does one begin?

This SHEEO *Compendium of National Data Sources on Higher Education* provides a starting place for anyone seeking answers to questions about postsecondary education. It pulls together in one place a guide to 115 major national data sources related to higher education in this country. These include surveys and databases, reports, statistical digests, and other means through which data are made available. Reflecting recent changes that have occurred in higher education data dissemination, this *Compendium* includes World Wide Web addresses for the organizations and agencies represented. In this rapidly changing world of higher education data, web users will have the advantage of having access to the most up-to-date information.

Sources included in the *Compendium*

The SHEEO *Compendium of National Data Sources on Higher Education* focuses on sources of data that are regional or national in scope, updated and made available on a regular or periodic basis, and useful for policy analysis and development in relation to postsecondary education. The *Compendium* includes 115 sources that meet these criteria.

Many entries in the *Compendium* describe major national surveys involving the entire universe of higher education institutions. The Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics (NCES) is the most comprehensive data collection effort of this type, with a series of annual and biennial surveys of all postsecondary institutions in the United States. Other *Compendium* entries focus on sample-based studies that collect information from institutions representative of the nation as a whole. Still other sources characterize one particular sector of the postsecondary community such as community colleges.

Other sources rely on student-based data, particularly data from national sample surveys of the student population. For example, the National Postsecondary Student Aid Survey (NPSAS) provides data on the socioeconomic characteristics of postsecondary students and their parents, and the National Assessment of Educational Progress (NAEP) presents data on the basic skill proficiencies of students at different grade levels.

The *Compendium* also contains sources in which the state is the unit of analysis. For example, there are sources that describe state appropriations to higher education and state governance structures.

Finally, some resources in the *Compendium* consolidate data from many different sources and are not involved in the collection of new primary data. Often a good starting place for research, these key sourcebooks such as the *Digest of Higher Education* and *The Condition of Education* contain data on many topics for many kinds of institutions.

Readers will note that not all sources found in the *Compendium* address higher education exclusively. In fact, several sources have been included that provide data *related* to higher education issues, but not specifically addressing the postsecondary sector. For example, some sources provide relevant information on the elementary/secondary sector and others address important demographic trends in society.

The *Compendium of National Data Sources on Higher Education* assists researchers and policymakers in taking advantage of the variety of national data sources available. It does not advocate or promote the use of any particular data sources. By being as comprehensive as possible, it enables the reader to investigate multiple sources and to make decisions about what data sources are most appropriate and helpful for particular needs.

Compendium sections and topics

Data sources are grouped into five sections in the *Compendium*. These are:

- General references. These include statistical digests or sourcebooks, directories, demographic information and projections, and other reference materials that cross-cut the topics addressed in the other four sections. Readers are encouraged to investigate sourcebooks first for summary data before consulting the more specialized data sources listed elsewhere.

- Student participation and progress. This section includes sources on enrollment, retention, and completions; assessment and testing; adult, workforce, and vocational education; teacher preparation; longitudinal surveys describing student progress in school or college and into the workforce; literacy measures; and other data describing all types of students.

- Finance and management. This includes data on government finances such as state appropriations to higher education; institutional finances; tuition and fees; student financial aid; cost of living; and other economic and financial data.

- Faculty and staff. Data on the number of faculty and staff, salaries, faculty workload and attitudes, and related data are included here.

- Facilities, libraries, and technology. This section contains data sources describing physical facilities, library operations, technology, and related aspects of higher education.

In addition, data sources have been categorized into smaller topics that are included in the Topic Index. These are:

Accountability
Administrative staff
Admissions
Adults
Assessment and testing
Community colleges
Degree attainment
Demographic data
Directories
Elementary/secondary education
Employment
Endowment
Enrollment
Facilities
Faculty
Federal support
Finances, government
Finances, institutional
Financial aid
Freshmen
Governance, higher education
Graduate education
International
Libraries
Literacy
Longitudinal surveys
Minorities
Private sector
Projections
Salaries and benefits
Science and engineering
Sourcebooks
State government
Teachers
Technology
Tuition and fees
Vocational education
Women
Workforce preparation

Types of information included on each source

Each entry in the *Compendium* contains the following information:

- Organization/agency name, including common acronyms.
- Data source/title, consisting of the title of a specific report or the title of a survey project, depending on how the source is most commonly known.
- Description, including type of source (annual report, survey, sourcebook, and so on), sample description, when the source was begun, data collection cycles, types of data breakdowns, agency information, and other relevant material.
- Data collected/reported, listing representative data elements collected or reported.
- Data availability, describing printed reports, electronic formats (data tape, diskette, CD-ROM, and electronic access), opportunity for custom analyses, and cost.
- Current data uses, highlighting the kinds of questions addressed by the data and who might find them useful.
- Publications, listing printed reports based on the data source, and occasionally "Related Publications" produced by the same organization/agency.
- Source/contact, providing necessary contact information including the name of a contact person, organization/agency, address, phone number, fax number, e-mail address, and World Wide Web address, if available; if requests for publications are handled by someone other than the contact person, separate ordering information is provided.

Appendices

Three appendices are provided as guides to obtaining materials from three leading data collection agencies in the United States: the National Center for Education Statistics, the National Science Foundation, and the U.S. Bureau of the Census. Each of these agencies conducts a large number of surveys, publishes numerous reports, and makes data available in a variety of formats. These appendices summarize concisely the multiple ways users can obtain access to these many valuable resources.

ORGANIZATION/AGENCY: American Association of Community Colleges (AACC)

DATA SOURCE/TITLE: ***AACC Annual***

DESCRIPTION: This new publication by the American Association of Community Colleges, begun in 1995, provides an in-depth look at community colleges state by state. Current data from state and federal sources give a detailed enrollment breakdown and projection and highlight important topics such as labor, economic, and funding trends. Quick reference state statistics and charts give a concise overview, and a special national section puts state trends in perspective with maps, tables, graphs, and narrative. This publication incorporates information collected each July in an AACC telephone survey of the State Administrative Offices; information is gathered on changes in state community college systems as well as important issues such as funding, enrollment shifts, new colleges or campuses, and merges. AACC also conducts a survey of its members in November of each year, asking for enrollment and other data for the current year.

DATA COLLECTED/REPORTED:

- Enrollment, by full-time/part-time status, race/ethnicity, and gender
- Revenues and expenditures
- Labor force participation
- Top five industries and occupations in each state
- Educational attainment
- Income by educational attainment
- Age distribution

DATA AVAILABILITY: This report is available annually from AACC.

CURRENT DATA USES: This sourcebook serves as a basic reference on community colleges and as a resource for analysis and long-range planning.

RELATED PUBLICATION:

- *National Profile of Community Colleges: Trends and Statistics* (biennial report replacing the *AACC Statistical Yearbook*; a tool for speech-writing, creating public information/media relations materials, and supporting basic research)

SOURCE/CONTACT:

AACC Publications
American Association of Community Colleges
One Dupont Circle, NW, #410
Washington, DC 20036
Phone: 202-728-0200
Fax: 202-833-2467
E-mail: kphillippe@aacc.nche.edu
yli@aacc.nche.edu
WWW: http://www.aacc.nche.edu

ORGANIZATION/AGENCY: American Association of State Colleges and Universities (AASCU)

DATA SOURCE/TITLE: ***Report of the States***

DESCRIPTION: This annual report by the American Association of State Colleges and Universities provides an overview of current trends and opinions in public higher education. While in earlier years it focused mainly on state appropriations and mid-year recisions, the latest volume continues the transition to a more comprehensive picture of the condition of public higher education. In addition to addressing the fiscal status of the states, student charges, and state-funded aid, new sections are included on student retention, state report cards for higher education, use of information technology, and direct institutional aid to independent colleges. AASCU's annual survey of member presidents focuses on the important issues facing public higher education and details the political agenda that must be addressed. Both AASCU data as well as other data sources are presented.

DATA COLLECTED/REPORTED:

- Issue priorities
- State appropriations and changes over time
- Enrollment
- Factors affecting enrollment
- Student charges and changes over time
- Need-based state grants and changes over time
- All levels and types of state aid and changes over time
- Direct institutional aid to independent colleges
- Accountability reporting
- Six-year graduation rates
- Technology goals, barriers, and use
- Other institutional characteristics, such as completions

DATA AVAILABILITY: Each section of the report is released separately, and the entire report is made available when all sections are completed. AASCU announces the availability of sections in its newsletter and in other locations. This report is available annually. The cost is $12 for members and $14 for non-members.

CURRENT DATA USES: This expanded report serves both as a sourcebook of statistical materials as well as a source of thoughtful analysis on key issues in higher education.

SOURCE/CONTACT:

Meredith Ludwig or Robert Sweeney
American Association of State Colleges and Universities
One Dupont Circle, NW, #700
Washington, DC 20236
Phone: 202-293-7070
Fax: 202-296-5819
E-mail: ludwigm@aascu.nche.edu
sweeneyr@aascu.nche.edu

ORGANIZATION/AGENCY: American Council on Education (ACE)

DATA SOURCE/TITLE: *Campus Trends*

DESCRIPTION: This report, published annually since 1984, describes changes taking place in the academic and administrative practices of American colleges and universities. Based on a survey conducted annually through the Higher Education Panel, a survey research program of the American Council on Education, it includes responses from over 400 senior administrators and describes higher education as a whole as well as changes affecting two-year public institutions, four-year public institutions, and four-year private institutions. A brief narrative report is followed by detailed tables.

DATA COLLECTED/REPORTED:

- Changes in operating budgets
- Impact of financial pressures
- Changes in enrollment
- Actions to improve minority participation
- Changes in student retention
- Patterns of faculty hiring
- Tenure practices
- Teaching load
- General education requirements
- Student assessment
- Campus issues

DATA AVAILABILITY: The report is available annually for $18 for members or $20 for non-members.

CURRENT DATA USES: This report addresses campus issues and trends from the perspective of campus administrators. Each year, specific issues are highlighted, such as the impact of financial constraints or changes in assessment activities.

SOURCE/CONTACT:

Elaine El-Khawas
Division of Policy Analysis and Research
American Council on Education
One Dupont Circle, NW, #800
Washington, DC 20036-1193
Phone: 202-939-9450
Fax: 202-833-4760
WWW: http://www.acenet.edu

ORGANIZATION/AGENCY: American Council on Education (ACE)

DATA SOURCE/TITLE: *Fact Book on Higher Education*

DESCRIPTION: This sourcebook, published by the American Council on Education since 1958, contains baseline and trend data related to higher education, condensed into more than 200 tables with accompanying charts. Data come from over 30 sources, including the National Center for Education Statistics, the U.S. Bureau of the Census, the Bureau of Labor Statistics, and the National Science Foundation. The report draws upon extensive files maintained by ACE, and includes unpublished data, year-by-year comparisons, and other hard-to-find information in seven subject areas: demographic and economic data, enrollment, institutional characteristics, faculty and staff, students, earned degrees, and student aid.

DATA COLLECTED/REPORTED:

- U.S. population
- Family income
- Labor force
- Educational expenditures
- Enrollment
- Minority enrollment
- Institutional characteristics
- Faculty salaries
- Administrative salaries
- Entering freshman characteristics
- Earned degrees
- Financial aid awards
- Costs of attendance

DATA AVAILABILITY: Previously published on an annual basis, recent publication has been more sporadic. The report was last published in 1990 and will be updated in 1997. It is available from Oryx Press for $49.95.

CURRENT DATA USES: This sourcebook is useful for anyone who needs up-to-date information on higher education and related areas. Trend data, in some cases going back to the 1940s, and graphs are particularly helpful.

SOURCE/CONTACT:

Customer Service
Oryx Press
4041 North Central Ave., #700
Phoenix, AZ 85012
Phone: 800-279-6799
Fax: 800-279-4663
E-mail: info@oryxpress.com
WWW: http://www.oryxpress.com

ORGANIZATION/AGENCY: American Council on Education (ACE)

DATA SOURCE/TITLE: ***Higher Education Today: Facts in Brief***

DESCRIPTION: This brief report contains approximately 50 charts and statistical profiles that describe the changing nature of American postsecondary education. Each page highlights one issue or fact, and supporting statistics are provided. Most of the charts have been reprinted from the "Facts in Brief" feature that appears in *Higher Education and National Affairs*, the biweekly newsletter of the American Council of Education. Data come from many sources, including some unpublished data.

DATA COLLECTED/REPORTED:

- Demographic data
- Family income
- Status of women
- Status of minorities
- Institutional characteristics
- Faculty trends
- Enrollments
- Earned degrees
- Financial aid

DATA AVAILABILITY: The report is published biennially and is available for $18 for members and $20 for non-members. A diskette version which contains only the charts is available for the same price.

CURRENT DATA USES: This report provides useful summaries of changes affecting many key issues in higher education.

SOURCE/CONTACT:

Linda Knopp
American Council on Education
One Dupont Circle, NW, #800
Washington, DC 20036-1193
Phone: 202-939-9450
Fax: 202-833-4760
WWW: http://www.acenet.edu

ORGANIZATION/AGENCY: The Chronicle of Higher Education

DATA SOURCE/TITLE: *The Chronicle of Higher Education's Almanac*

DESCRIPTION: This annual supplement to *The Chronicle of Higher Education* is published each August and is sent to all subscribers of this weekly higher education newspaper. National data are presented under four general topics: students, faculty and staff, resources, and institutions, and ten maps are included. In addition to national summary data, state-by-state issues and statistics concerning demographics, political leadership, faculty members, students, and finances are presented. Data sources include the U.S. Bureau of the Census, the U.S. Department of Education, the American Council on Education, the National Governors' Association, and others, as well as *The Chronicle of Higher Education* reporting.

DATA COLLECTED/REPORTED:

- ACT and SAT test scores
- Financial aid awards
- Enrollments
- Freshman attitudes
- Faculty salaries
- Voluntary support
- Endowments
- College costs
- Administrators' views
- Libraries

DATA AVAILABILITY: The *Almanac* is published annually and is sent automatically to all subscribers. *The Chronicle of Higher Education* is available by subscription for $40.50 (½ year) or $75 (1 year), and all subscribers may access the online service, *Academe Today*, through the World Wide Web free of charge.

CURRENT DATA USES: This supplement provides up-to-date data on many aspects of higher education, and describes issues and legislative agendas for the states.

SOURCE/CONTACT:

For more information:
Jean Evangelauf
The Chronicle of Higher Education
1255 Twenty-Third Street, NW
Washington, DC 20037
Phone: 202-466-1000

To subscribe to the *Chronicle*:
The Chronicle of Higher Education
P.O. Box 1955
Marion, OH 43306-2055
Phone: 1-800-347-6969

ORGANIZATION/AGENCY: The College Board

DATA SOURCE/TITLE: The College Board's Annual Survey of Colleges/*The College Handbook*

DESCRIPTION: The College Board's Annual Survey of Colleges gathers data from nearly 4,000 nationally accredited postsecondary institutions. Data reported include institutional size, location, affiliation, enrollment, student costs, and other useful descriptors. Information on undergraduate institutions is summarized annually in *The College Handbook*, a resource for those selecting and applying to college. This handbook also offers advice on how to select a college, sources of financial support, checklists and worksheets, and a glossary of frequently used terms and forms. The College Board produces other reports as well, based on its Annual Survey, and some of these are listed below.

DATA COLLECTED/REPORTED:

- Degrees offered
- Majors offered
- Number of degrees awarded
- Number of faculty
- Admissions requirements
- Applications procedures
- Tuition and fees
- Room and board
- Estimated book expenses
- Financial aid requirements
- Annual fall enrollment, by full-time/part-time, sex, and race/ethnicity
- Special academic programs
- Student activities and campus life
- Freshman class profile
- College setting
- Transfer student information
- Foreign student information

DATA AVAILABILITY: Data are collected and reports updated annually. In addition to the publications listed below, copies of the full file are available on data tape and diskette; prices vary with usage. Camera-ready copy and hard copy reports of selected data also are available.

CURRENT DATA USES: Data from the survey are used to produce a number of statistical summaries and fact books. *The College Handbook* is of particular use to prospective college students and *Summary Statistics* is of use to educational researchers.

PUBLICATIONS:

- *The College Handbook* ($20)
- *The College Handbook for Transfer Students* ($17)
- *The College Handbook Foreign Student Supplement* ($16)
- *Index of Majors and Graduate Degrees* ($17)
- *Fall Enrollment Report* ($25)
- *Summary Statistics* ($25; provides 60 tables of aggregate data reported by 12 different categories of institutions)
- *The Fact File on College Costs*, published by *The Chronicle of Higher Education*

SOURCE/CONTACT:

For more information:
Renee Gernand
ASC Data Services
The College Board
45 Columbus Avenue
New York, NY 10023-6992
Phone: 212-713-8250
Fax: 212-713-8309
E-mail: rgernand@collegeboard.org
WWW: http://www.collegeboard.org

For copies of reports:
College Board Publication Orders
Box 886
New York, NY 10101-0886
Phone: 800-323-7155
Fax: 212-713-8143 (purchase order)

ORGANIZATION/AGENCY: Education Commission of the States (ECS)

DATA SOURCE/TITLE: ***The State Postsecondary Education Structures Handbook***

DESCRIPTION: This handbook provides comparative data and descriptions on the governance structures of postsecondary education in the 50 states, the District of Columbia, and Puerto Rico. An introductory article gives an overview of the kinds of postsecondary governance structures in place across the United States, and discusses issues that may contribute to effective postsecondary governance and leadership.

DATA COLLECTED/REPORTED:

- Structure of statewide coordinating/governing boards
- Agency responsibilities
- Boards' basic legal structures
- Membership of statewide and institutional governing boards
- Student and faculty membership on these boards
- State-level agencies or committees tied to state-level postsecondary governance

DATA AVAILABILITY: This handbook is updated periodically. The 1994 volume is available for $22 plus $4.25 postage and handling. A new update will be released in 1997; the price is as yet undetermined.

CURRENT DATA USES: The handbook is useful as a reference to compare state-level governance structures and responsibilities.

SOURCE/CONTACT:

For more information:
Amy Sebring
The Education Commission of the States
707 Seventeenth Street, #2700
Denver, CO 80202-3427
Phone: 303-299-3676
E-mail: asebring@ecs.org

Aims McGuinness
National Center for Higher Education Management Systems
P.O. Box 9752
Boulder, CO 80301-9752
Phone: 303-497-0350

For copies of reports:
The Education Commission of the States
Publications Department
707 Seventeenth Street, #2700
Denver, CO 80202-3427
Phone: 303-299-3692

ORGANIZATION/AGENCY: Higher Education Publications (HEP)

DATA SOURCE/TITLE: ***Higher Education Directory***

DESCRIPTION: This directory lists and identifies over 3,600 colleges, universities, and system offices, providing the names and titles of key institutional administrators. The prologue identifies accrediting agencies, descriptions of administrative officers, U.S. Department of Education offices, statewide agencies of higher education, higher education associations, and consortia of institutions of higher education. In addition, there is an alphabetical index of key administrators nationwide, and an accreditation index of institutions, which includes regional, national, professional, and specialized accrediting agencies.

DATA COLLECTED/REPORTED:

- Institution name
- Institution address
- Telephone and fax numbers
- FICE identification
- Congressional district
- Carnegie classification
- IRS status
- Calendar system
- Tuition and fees (undergraduate/graduate)
- Enrollment
- Program offerings
- Highest degree offered
- E-mail address
- CWIS server type

DATA AVAILABILITY: The directory is available annually for $49.50 ($47 prepaid).

CURRENT DATA USES: This publication serves as a reference for locating and identifying higher education institutions, for finding individual administrators, and for checking accreditations.

SOURCE/CONTACT:

Higher Education Publications, Inc.
6400 Arlington Blvd, #648
Falls Church, VA 22042
Phone: 703-532-2300
Fax: 703-532-2305
E-mail: hepinc@aol.com
WWW: http://www.hepinc.com

ORGANIZATION/AGENCY: National Association of Schools of Art and Design, National Association of Schools of Dance, National Association of Schools of Music, and National Association of Schools of Theatre

DATA SOURCE/TITLE: Higher Education Arts Data Services (HEADS)

DESCRIPTION: Since 1982-83, Higher Education Arts Data Services, a joint project of the four accrediting associations listed above, has compiled and published data each spring on the arts in higher education. Separate statistical reports describe degree-granting programs in art/design, dance, music, and theatre. These are based on annual reports filed by the accredited institutional members of these four organizations, as well as interested non-member institutions that opt to participate in any or all of the four sections of the annual data survey.

DATA COLLECTED/REPORTED:

Most data are reported by size and type of institution, and each data summary (art/design, dance, music, and theatre) includes:

- Enrollment
- Degrees awarded
- Percentage of credits in courses designed for non-majors
- Faculty numbers, by gender, highest degree earned, rank, length of service, and tenure status
- Faculty salaries
- Administration (salaries, appointment process, time spent on specific responsibilities)
- Ethnic characteristics of faculty and students
- Revenues and expenditures
- Demographic survey of graduate students
- Institutions reporting new construction and/or renovation of facilities
- Ratios comparing two or more of these areas

DATA AVAILABILITY: Participating member institutions receive the data summaries annually at no cost. Each summary is available for $135 for nonparticipants in the annual survey and for $45 for survey participants who are not member institutions. ("Participants" refers to units or departments that provided statistics.) Data from earlier years are available at reduced costs.

CURRENT DATA USES: This project provides comprehensive management data on the arts in higher education.

PUBLICATIONS:

- *Art/Design Data Summaries* (annual)
- *Dance Data Summaries* (annual)
- *Music Data Summaries* (annual)
- *Theatre Data Summaries* (annual)

SOURCE/CONTACT:

Willa J. Shaffer
Higher Education Arts Data Services
11250 Roger Bacon Drive, #21
Reston, VA 20190
Phone: 703-437-0700
Fax: 703-437-6312

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: Common Core of Data (CCD)

DESCRIPTION: The Common Core of Data is a survey conducted annually by the National Center for Education Statistics to acquire national statistical data for the public K-12 sector. Five survey instruments are sent out each year to state education agencies representing over 85,000 public schools and approximately 15,000 local school districts. Parallel to the Integrated Postsecondary Education Data System (IPEDS) effort for higher education, the CCD covers many topics, and through joint federal/state efforts over time, the quality and completeness of the data have grown.

DATA COLLECTED/REPORTED:

- School type
- FTE teachers
- Enrollment by grade
- Racial/ethnic composition
- High school completers
- Support services staff

DATA AVAILABILITY: Products from this survey are available in printed form and on diskette and data tape. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: This survey provides basic data describing the public K-12 sector at the state, school district, and school levels. It is useful for educational administrators, policymakers, and researchers needing basic data about students, teachers, and school systems.

PUBLICATIONS:

- *Public Elementary and Secondary Schools and Agencies in the United States and Outlying Areas* (annual)
- *Directory of Public Elementary and Secondary Education Agencies* (annual)
- *Public Elementary and Secondary State Aggregate Data, by State* (annual)
- *Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States* (annual)

SOURCE/CONTACT:

John Sietsema
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208-5651
Phone: 202-219-1335
Fax: 202-219-1728
E-mail: john_sietsema@ed.gov
WWW: http://www.ed.gov/NCES

See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: ***The Condition of Education***

DESCRIPTION: This annual report contains "indicators" of the condition of education in the United States: key data that measure the health of education, monitor important developments, and show major trends. The indicators are constructed from various data sources, and cover educational levels from elementary school through graduate school, and are divided into six areas: (1) access, participation, and progress; (2) achievement, attainment, and curriculum; (3) economic and other outcomes of education; (4) size and growth of educational institutions; (5) climate, classrooms, and diversity; and (6) human and financial resources of educational institutions. The report includes the text, tables, and charts for each indicator plus the technical supporting data, supplemental information, and data sources.

DATA COLLECTED/REPORTED:

- Education attainment data
- Financing education
- Enrollments
- Attitudes about school
- Teacher supply
- Persistence

DATA AVAILABILITY: This report is available in printed form and may be accessed over the Internet. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: This report provides an annual statistical snapshot of the state of education in this country, offering valuable information to educators and policymakers on critical issues facing education.

SOURCE/CONTACT:

Thomas M. Smith
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208-5650
Phone: 202-219-1685
E-mail: tom_smith@ed.gov
WWW: http://www.ed.gov/NCES

See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: *Digest of Education Statistics*

DESCRIPTION: This annual digest provides a summary of statistical information collected by the National Center for Education Statistics on all levels of education from pre-kindergarten through graduate school. The digest is divided into seven chapters: (1) all levels of education, (2) elementary and secondary education, (3) postsecondary education, (4) federal programs for education and related activities, (5) outcomes of education, (6) international education comparisons, and (7) libraries and technology. In addition, a guide to tabular presentation provides information on the statistical tables, and a guide to sources provides a brief synopsis of the surveys used to generate the data.

DATA COLLECTED/REPORTED:

- Number of schools and colleges
- Number of teachers
- Enrollments
- Graduates
- Educational attainment
- Finances
- Federal funds for education
- Degrees conferred
- Employment and income of graduates
- Libraries
- International education
- Population trends
- Attitudes on education
- Education characteristics of labor force
- Government finances
- Economic trends

DATA AVAILABILITY: This report is available annually for $35, and a pocket-sized abstract called *Mini Digest of Education Statistics* is also available. The *Digest* may be accessed over the Internet as well. See Appendix A for detailed information on obtaining materials from NCES.

CURRENT DATA USES: This is a comprehensive reference of statistical materials useful to anyone needing information on the various sectors of education.

SOURCE/CONTACT:

Thomas D. Snyder
National Center for Education Statistics
555 New Jersey Avenue, NW, #404E
Washington, DC 20208
Phone: 202-219-1689
Fax: 202-219-1575
E-mail: tom_snyder@ed.gov
WWW: http://www.ed.gov/NCES

See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: ***Historically Black Colleges and Universities, 1976-94***

DESCRIPTION: Historically black colleges and universities (HBCUs) are institutions established prior to 1964 whose principal mission was the education of black Americans. That mission has expanded to providing education to students from diverse racial/ethnic backgrounds, and today, there are 103 HBCUs — 40 public four-year colleges, 10 public two-year colleges, 49 private four-year colleges, and 4 private two-year colleges. This periodic sourcebook by the National Center for Education Statistics provides a statistical overview of the development of HBCUs, presenting a variety of education statistics based on data drawn from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) surveys. It includes summary data on all HBCUs, institution-specific data, and comparisons to higher education institutions in general. A summary of the historical context of HBCUs is also included.

DATA COLLECTED/REPORTED:

- Enrollment, by sex, race/ethnicity, and type and control of institution
- Degrees conferred, by sex, race/ethnicity, and level of degree
- Staff, by primary occupation, employment status, sex, race/ethnicity, and type and control of institution
- Instructional faculty, by sex, race/ethnicity, and academic rank
- Revenues and expenditures

DATA AVAILABILITY: This report is issued periodically by NCES, the latest version being issued in 1996. The report is available in printed form and may be accessed over the Internet. See Appendix A for detailed information on obtaining materials from NCES.

CURRENT DATA USES: This report enables a detailed examination of the HBCU role in the education of black students as well as their expanding mission of providing education to students from diverse racial/ethnic backgrounds. It is of use to persons concerned with educational opportunities for blacks, including educational researchers, administrators, government officials, the media, the business community, and the general public. The institutional and state-level statistics are of specific use to HBCUs in assisting them to compare their own experiences to those of other HBCUs in their state and in the country as a whole.

SOURCE/CONTACT:

Charlene M. Hoffman
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208-5652
Phone: 202-219-1688
Fax: 202-219-1575
E-mail: charlene_hoffman@ed.gov
WWW: http://www.ed.gov/NCES

See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: IPEDS Institutional Characteristics Survey/*Directory of Postsecondary Institutions*

DESCRIPTION: The biennial Institutional Characteristics Survey is one of several data collection surveys that comprise the Integrated Postsecondary Education Data System (IPEDS) conducted by the National Center for Education Statistics. The purpose of this survey is to collect basic data describing postsecondary institutions throughout the country, and it is intended to include all public and private, nonprofit and for-profit institutions in the United States and the outlying areas. This information is published biennially in the *Directory of Postsecondary Institutions*.

DATA COLLECTED/REPORTED:

- Institution name
- Address
- Congressional district
- County
- Telephone number
- Calendar system
- Types of degrees and awards offered
- Accreditation
- Name/title of CEO
- Total credit hours attempted by students
- Enrollment
- Tuition and fees
- Room and board costs
- Student services
- Modes of instruction
- Admission criteria

DATA AVAILABILITY: The *Directory* is published in two volumes: Volume 1 includes four-year and two-year institutions; Volume 2 includes less-than-two-year institutions. Copies are available for approximately $25 per volume, and the *Directory* can also be accessed over the Internet. See Appendix A for detailed information on obtaining materials from NCES.

CURRENT DATA USES: The survey data provide basic counts of institutions in each state by type, control, and other key institutional characteristics.

SOURCE/CONTACT:

Susan G. Broyles
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208-5652
Phone: 202-219-1359
Fax: 202-219-1679
E-mail: susan_broyles@ed.gov
WWW: http://www.ed.gov/NCES

See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: *Projections of Education Statistics to 2006*

DESCRIPTION: This latest edition of *Projections of Education Statistics* by the National Center for Education Statistics is the twenty-fifth report in a series begun in 1964. The report updates the previous year's projections and includes national statistics on elementary and secondary schools and institutions of higher education. Included are projections for enrollments, graduates, instructional staff, and expenditures.

DATA COLLECTED/REPORTED:

- Public and private elementary and secondary enrollment projections
- Enrollment projections by organizational level of school
- Total higher education enrollment projections to 2006
- Total higher education enrollment in two- and four-year institutions, by age, sex, and attendance status
- Earned degrees conferred by level with projections
- Public elementary and secondary school expenditures and projections
- Classroom teachers in elementary and secondary schools
- Higher education expenditures and projections
- Average annual salaries of public elementary and secondary classroom teachers

DATA AVAILABILITY: This report is available annually, and a summary of projections is available in a pocket-sized folder called *Pocket Projections*. It may also be accessed over the Internet. See Appendix A for detailed information on obtaining materials from NCES.

CURRENT DATA USES: These forecasts are targeted for individuals in business, industry, government, the media, educators, and others whose work requires information on projected trends affecting American education.

SOURCE/CONTACT:

Debra E. Gerald or William J. Hussar
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208-5654
Phone: 202-219-1581 or 202-219-1682
Fax: 202-219-2061
E-mail: debra_gerald@ed.gov
whussar@inet.ed.gov
WWW: http://www.ed.gov/NCES

See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Conference of State Legislatures (NCSL)

DATA SOURCE/TITLE: ***State Legislative Priorities: An Opinion Survey of Leading Lawmakers***

DESCRIPTION: Each year, the National Conference of State Legislatures asks legislative leaders and committee chairs to rank their top three priorities for the coming year. This annual report summarizes the top issues facing state legislatures, including an overview of each major policy area plus state-specific data for each issue. Nearly 1,000 issues in 18 major policy areas are included, including sections on fiscal priorities and education priorities. The most recent report is *State Legislative Priorities 1995: An Opinion Survey of Leading Lawmakers.* Prior to 1995, the report was published as *Issues Outlook.*

DATA COLLECTED/REPORTED:

- Important policy issues

DATA AVAILABILITY: This report is published annually and is available for $30.

CURRENT DATA USES: This report provides timely information on legislative priorities that is of use to policymakers in many areas. The sections on fiscal priorities and education priorities should be of particular interest to education policymakers.

SOURCE/CONTACT:

For more information:
Julie Bell
National Conference of State Legislatures
1560 Broadway, #700
Denver, CO 80202
Phone: 303-830-2200

For copies of reports:
National Conference of State Legislatures
Book Order Department
1560 Broadway, #700
Denver, CO 80202
Phone: 303-830-2054
Fax: 303-863-8003

ORGANIZATION/AGENCY: National Science Foundation (NSF)

DATA SOURCE/TITLE: *Science and Engineering Indicators*

DESCRIPTION: First produced over 20 years ago, this congressionally-mandated biennial report provides comprehensive quantitative information about the state of science and engineering (S&E) in the United States. Data are taken from a variety of National Science Foundation surveys (described elsewhere in the *Compendium*) as well as other federal sources, and chapters include: elementary and secondary science and mathematics, higher education science and engineering, science and engineering workforce, research and development (R&D), technology development and competitiveness, and public attitudes toward science. An original goal and consistent theme over the years has been international comparisons.

DATA COLLECTED/REPORTED:

- Elementary and secondary student achievement
- Undergraduate and graduate S&E degrees
- Sources of financial support for S&E students
- S&E employment by sector
- Special populations in the S&E workforce (women, minorities, immigrants)
- National R&D expenditures
- Academic R&D financial resources
- Outputs of academic R&D (scientific publications and patents)
- High-tech global markets
- Public attitudes, expectations, and understanding of science and technology

DATA AVAILABILITY: The report is published biennially and is available from NSF. Many statistical reports on U.S. science and engineering are available on NSF's web site. See Appendix B for detailed information on obtaining NSF materials.

CURRENT DATA USES: This report is a comprehensive reference document serving decisionmakers from government, industry, academia, nonprofit organizations, and professional societies. It provides a broad base of quantitative information about U.S. science and engineering research and education and U.S. technology in a global context and is designed to help us better define and assess science priorities and accomplishments as a nation.

SOURCE/CONTACT:

Jennifer Sue Bond
Division of Science Resources Studies
National Science Foundation
4201 Wilson Boulevard, #965
Arlington, VA 22230
Phone: 703-306-1780
Fax: 703-306-0510
E-mail: jbond@nsf.gov
WWW: http://www.nsf.gov/sbe/srs/stats/htm

See Appendix B for information on obtaining NSF materials.

ORGANIZATION/AGENCY: New England Board of Higher Education (NEBHE)

DATA SOURCE/TITLE: ***Facts: The Directory of New England Colleges, Universities and Institutes***

DESCRIPTION: This directory provides information on higher education in New England including data on postsecondary institutions; state-by-state and regional analysis of enrollments; tuition costs and higher education financing; and listings of higher education governing boards, system offices, and state financial aid agencies throughout New England. It is published as a special annual directory issue of *Connection: New England's Journal of Higher Education and Economic Development*, the board's quarterly journal.

DATA COLLECTED/REPORTED:

- Institutional data
  - Enrollment
  - Endowment
  - Tuition and fees
  - Room and board charges
  - Employment
  - Value of physical plant
  - Library collections
  - Names and titles of campus administrators
- State, regional, and national data
  - Enrollment
  - Degrees conferred
  - Minority participation
  - R&D funding
  - Higher education financing

DATA AVAILABILITY: *Facts* is available annually for $12. Also, subscribers to *Connection: New England's Journal of Higher Education and Economic Development*, published quarterly, receive the annual edition of *Facts* as part of a subscription. The annual subscription rate for *Connection* is $16.

CURRENT DATA USES: This report provides analysis of postsecondary education data across institutions, states, and the New England region.

SOURCE/CONTACT:

John O. Harney
New England Board of Higher Education
45 Temple Place
Boston, MA 02111
Phone: 617-357-9620
Fax: 617-338-1577
WWW: http://www.nebhe.org

ORGANIZATION/AGENCY: Research Associates of Washington

DATA SOURCE/TITLE: ***Higher Education Report Card 1995: Comparisons of State Public Higher Education Systems and National Trends***

DESCRIPTION: This study presents key indicators of the condition of state public higher education systems in 1994-95 together with related national trends for the 17-year period 1978-1995. When possible, the interrelationships among variables are reported and emphasized. Scatter diagram graphics locate state positions and illustrate the multi-dimensions involved.

DATA COLLECTED/REPORTED:

- Environmental conditions
  - Tax wealth to support public services
  - At-risk population
  - Education responsibility
  - Role of public higher education
  - Comparative costs of public systems
- Performance measures
  - Education productivity
  - Equitable opportunity
  - Financial access
  - Acceptable funding and overall effort
  - Balancing state and family payment effort
  - Equitable intra-system allocation
- Operation actions
  - Creditor versus debtor student migration policy
  - Balancing quality and quantity
  - Balancing class size and faculty
  - Balancing starting and retention rates to maximize productivity
  - Legislative funding action
  - Balancing funding sources
  - System design level and size

DATA AVAILABILITY: These data are updated periodically. Printed reports are available for $40, and data diskettes are also available for $40.

CURRENT DATA USES: State rankings for these key selected measurements are useful in evaluating the operations and achievements of state public higher education systems.

SOURCE/CONTACT:

Kent Halstead
Research Associates of Washington
2605 Klingle Road, NW, Box S
Washington, DC 20008
Phone: 202-966-3326
Fax: 202-966-0309

ORGANIZATION/AGENCY: Southern Regional Education Board (SREB)

DATA SOURCE/TITLE: *Educational Benchmarks*

DESCRIPTION: Since 1990, the Southern Regional Education Board has conducted a biennial survey of statewide elementary/secondary and postsecondary education agencies to assess progress toward educational goals established by SREB's Commission on Education Quality in 1988. This survey covers states in the SREB region (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia). The latest edition is a 70-page report including 18 graphs and tables with a companion 50-page "State-by-State Background Data" book.

DATA COLLECTED/REPORTED:

- Readiness for school
- Student achievement
- Dropout rates
- Adult education
- College readiness
- Vocational education
- College attendance
- College effectiveness
- School effectiveness
- Salaries
- Funding

DATA AVAILABILITY: This report is available from the SREB office. Databases from the *Benchmark* project are available through SREB Online Data Services, in operation since 1991, which can be reached by modem at 404-881-0119 (settings 8/N/1/ANSI). HTTP, FTP, and Telnet services are being added in 1996.

CURRENT DATA USES: This report is useful to state and institutional leaders in answering comparative questions about progress toward education goals.

SOURCE/CONTACT:

Joseph D. Creech
Southern Regional Education Board
592 Tenth Street, NW
Atlanta, GA 30318-5790
Phone: 404-875-9211
Fax: 404-872-1477
E-mail: joe.creech@sreb.org
WWW: http://www.peach.net/sreb

ORGANIZATION/AGENCY: Southern Regional Education Board (SREB)

DATA SOURCE/TITLE: *SREB Fact Book on Higher Education*

DESCRIPTION: Dating back to 1956, the *SREB Fact Book on Higher Education* is a biennial statistical reference that includes policy highlights for the United States, the SREB region, and the 15 SREB member states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia). Data are drawn from a wide variety of sources of comparative data, and current year statistics come from the SREB-State Data Exchange (see page 49). The 1994-1995 edition is 190 pages, including a summary of key trends in higher education policy; state profiles; 83 tables with national, regional, and state data points; descriptive text including 20 graphs; a listing of all postsecondary education institutions in the region by SREB category, and a listing of statewide higher education agencies in the region. A customized 15-page booklet of highlights for each SREB state is also available.

DATA COLLECTED/REPORTED:

State-by-state profiles on the following:

- Population and economy
  - Population changes and projections
  - Age distribution
  - Race/ethnicity
  - School enrollments and graduates
  - Wealth
  - Employment/unemployment
  - State/local government revenue and expenditure trends
- Enrollment
  - FTE by type of institution
  - Headcount, by sex, age, race/ethnicity, level of instruction, student level, and student attendance status
- Degrees
  - Degrees awarded by level, by sex, race/ethnicity, and field of study
- Tuition and student financial aid
  - Median annual tuition and fees by type of institution
  - Federal, state, and campus-based grants and loans
- Faculty and administrators
  - Full-time count, by sex, race/ethnicity, and type of institution
  - Average salaries and fringe benefits, by type of institution and teaching field
- College budgets
  - State/local government funding per FTE student by type of institution
  - State tax funds
  - Revenue and expenditure distributions
  - Federal funds, including R&D funds

DATA AVAILABILITY: The report is available in softcover and hardcover editions, and in disk sets containing a highlights slide show along with the published text and tables in Lotus 1-2-3-format. Databases are available through SREB Online Data Services, in operation since 1991, which can be reached by modem at 404-881-0119 (settings 8/N/1/ANSI). HTTP, FTP, and Telnet services are being added in 1996.

CURRENT DATA USES: This report is useful to state and institutional higher education leaders in answering comparative questions about trends in higher education.

SOURCE/CONTACT:

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Southern Regional Education Board
592 Tenth Street, NW
Atlanta, GA 30318-5790
Phone: 404-875-9211
Fax: 404-872-1477
E-mail: joe.marks@sreb.org
WWW: http://www.peach.net/sreb

ORGANIZATION/AGENCY: Southern Regional Education Board (SREB)

DATA SOURCE/TITLE: SREB-State Data Exchange Program

DESCRIPTION: The SREB-State Data Exchange program among the statewide higher education governing and coordinating boards in the South dates back to 1970. This program annually collects, compiles, and publishes current year statistics on postsecondary education in the SREB region (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia). The report *SREB-State Data Exchange* is published each year, the latest edition in a 100-page ring-binder format.

DATA COLLECTED/REPORTED:

- Institutions by state
- Institutions by type
- Full-time equivalent enrollments, by state and type
- Degrees and other awards conferred, by state and type
- State general-purpose operating appropriations and appropriations per FTE, by state and type
- Median annual tuition and fees (undergraduate, graduate, first professional, in-state, and out-of-state), by state and type
- Weighted average salaries of full-time instructional faculty, by rank, state, and type
- Weighted average fringe benefits of full-time instructional faculty, by rank, state, type of benefit, and type of institution

DATA AVAILABILITY: The *SREB-State Data Exchange* report is published annually in the spring of the academic year to which it applies. The college-by-college databases are available through SREB Online Data Services, in operation since 1991, which can be reached by modem at 404-881-0119 (settings 8/N/1/ANSI). HTTP, FTP, and Telnet services are being added in 1996.

CURRENT DATA USES: This report is useful to state and institutional higher education leaders in answering comparative questions about trends in higher education.

SOURCE/CONTACT:

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Southern Regional Education Board
592 Tenth Street, NW
Atlanta, GA 30318-5790
Phone: 404-875-9211
Fax: 404-872-1477
E-mail: joe.marks@sreb.org
WWW: http://www.peach.net/sreb

ORGANIZATION/AGENCY: U.S. Bureau of the Census

DATA SOURCE/TITLE: 1990 Census/Census Guides

DESCRIPTION: The first U.S. census was taken in 1790 and since that time, the country has regularly counted its people and their activities, products, and possessions, and has noted the changes taking place over time. In the decennial census, the Bureau counts and classifies every person in the nation for a "100-percent" count. This contrasts with sample surveys, begun in the early 1940s, in which samples of the population are drawn for various purposes. (Several of these are described elsewhere in the *Compendium*.) The Census Bureau also issues a variety of regular publications which describe Census products and which serve as guides to users.

DATA COLLECTED/REPORTED:

- Total population
- Race
- Hispanic origin
- Age
- Sex
- Household size
- Family type
- Marital status
- Urban/rural residence

DATA AVAILABILITY: Products pertaining to the 1990 census are available in printed form, on CD-ROM, and through other media. There are a number of products, listed below, specifically designed as guides to the 1990 census or to census materials in general. Assistance and limited free copies of reports are available from Census Bureau Regional Offices, and many products may be accessed over the Internet. See Appendix C for detailed information on obtaining Census Bureau materials.

CURRENT DATA USES: Decennial census data products describe many aspects of American life and may be useful to state education agencies, education policymakers, and researchers. Census statistics serve as "benchmarks" for other studies and provide useful data about populations that may help public agencies provide services and plan for the future.

PUBLICATIONS:

- *1990 Census of Population and Housing Guide* (includes text, glossary, and finding guides)
- *Census '90 Basics* (brief overview of the 1990 census and its product line)
- *1990 Census of Population and Housing Tabulation and Publication Program* (describes the program in some detail and gives preliminary release dates for the various series)
- *Census ABC's — Applications in Business and Community* (concentrates on how census data are used)
- *Census Catalog and Guide* (annual; includes a cumulative description of all products — reports, maps, microfiche, computer tapes, diskettes, CD-ROM, and on-line items — the Census Bureau has issued, with ordering information and prices)
- *Monthly Product Announcement* (a free monthly newsletter, listing new products made available during the previous month, and including a calendar of training activities and ordering information)

- *Factfinder for the Nation* ($1; summarizes programs and products of the Census Bureau, listing all statistical programs and series of the Bureau, examples of data, data availability and frequency)
- *Census and You* (a monthly newsletter available by subscription for $21 per year, listing plans for upcoming censuses; availability of statistical reports, workshops, and conferences; user-oriented products and programs; and applications of data)

SOURCE/CONTACT:

Census Customer Services
U.S. Bureau of the Census
Washington, DC 20233
Phone: 301-457-4100
Fax: 301-457-4714 (general information)
301-457-3842 (orders only)
WWW: http://www.census.gov

See Appendix C for information on obtaining Census Bureau materials.

ORGANIZATION/AGENCY: U.S. Bureau of the Census

DATA SOURCE/TITLE: Current Population Reports — Population Characteristics (Series P-20)

DESCRIPTION: The Current Population Survey (CPS) is a household sample survey conducted monthly by the U.S. Bureau of the Census, designed to produce monthly statistics on unemployment and the labor force, and also serving as a vehicle for supplemental studies on subjects other than employment. Each October, CPS includes supplementary questions about school enrollment for all eligible household members three years old and older. In addition to these regular questions, the October supplement may include one-time questions of interest, for example, relating to computer ownership and use, early childhood learning activities, adult education, and grade repetition. Population Characteristics (Series P-20) is one of three series of publications based on CPS. It contains data on school enrollment, educational attainment, marital status, households and families, persons of Hispanic origin, voter registration and participation, and other topics.

DATA COLLECTED/REPORTED:

- Educational attainment
- School enrollment
- Population profile
- Marital status
- Household and family characteristics
- Fertility
- Mobility
- Voting
- Hispanic origin

DATA AVAILABILITY: Products from this survey are available in printed form and on CD-ROM. Assistance and limited free copies of current reports are available from Census Bureau Regional Offices, and many products may be accessed over the Internet. See Appendix C for detailed information on obtaining Census Bureau materials.

CURRENT DATA USES: The Current Population Report has long been recognized as an important source of demographic information on a wide variety of population-related topics. The school enrollment data, in particular, are quite detailed, disaggregated by age, sex, race, Hispanic origin, marital status, family status, family income, education of householder, labor force status, and other factors.

PUBLICATIONS:

- *School Enrollment — Social and Economic Characteristics of Students* (annual)
- *The Hispanic Population of the United States* (annual)
- *Educational Attainment in the United States* (annual)
- *Fertility of American Women* (annual)
- *Households, Families, Marital Status, and Living Arrangements* (annual)
- *Geographical Mobility* (annual)
- *Voting and Registration* (biennial for each November election)

SOURCE/CONTACT:

Population Division Information Office
U.S. Bureau of the Census
Washington, DC 20233
Phone: 301-457-2422
WWW: http://www.census.gov

See Appendix C for information on obtaining Census Bureau materials.

ORGANIZATION/AGENCY: U.S. Bureau of the Census

DATA SOURCE/TITLE: Current Population Reports — Population Estimates and Projections (Series P-25)

DESCRIPTION: Current Population Reports in Series P-25 stem from the independent estimates and projections programs in the Census Bureau's Population Division. The population figures in these reports are based on administrative data such as births, deaths, income tax returns, school enrollment, immigration records, and medicare enrollment. Series P-25 reports include periodic mid-year estimates of the population by age, sex, and race; state estimates by age and sex; projections for the country as a whole and the states; and, available on the Internet only, monthly estimates of the total United States population. Beginning in 1988, U.S. estimates include Hispanic data.

DATA COLLECTED/REPORTED:

- National population estimates, by age, sex, race, and Hispanic origin
- State population estimates, by age and sex
- Population projections, by age, sex, and race

DATA AVAILABILITY: Products from this survey are available in printed form and on CD-ROM. Assistance and limited free copies of current reports are available from Census Bureau Regional Offices, and many products may be accessed over the Internet. See Appendix C for detailed information on obtaining Census Bureau materials.

CURRENT DATA USES: The Current Population Report has long been recognized as an important source of demographic information on a wide variety of population-related topics. Reports in the Population Estimates and Projections series provide the best available data for the nation as a whole and for states.

PUBLICATIONS:

- *National and State Population Estimates*
- *Projections of the Population of the United States, by Age, Sex, and Race*
- *Projections of the Spanish Origin Population of the United States*
- *Projections of the Population of States, by Age, Sex, and Race*

Related to these, Series P-26 reports provide somewhat less detailed estimates for counties and metropolitan areas.

SOURCE/CONTACT:

Population Division Information Office
U.S. Bureau of the Census
Washington, DC 20233
Phone: 301-457-2422
WWW: http://www.census.gov

See Appendix C for information on obtaining Census Bureau materials.

ORGANIZATION/AGENCY: U.S. Bureau of the Census

DATA SOURCE/TITLE: Current Population Reports — Special Studies (Series P-23)

DESCRIPTION: The Current Population Survey (CPS) is a household sample survey conducted monthly by the U.S. Bureau of the Census, designed to produce monthly statistics on unemployment and the labor force, and also serving as a vehicle for supplemental studies on subjects other than employment. Special Studies (Series P-23) is one of three series of publications based on CPS. This series of occasional reports presents more in-depth analyses of demographic subjects of topical interest, such as youth, women, the older population, and other groups.

DATA COLLECTED/REPORTED:

- Youth
- Women
- Older population
- Black population
- Metropolitan/nonmetropolitan population
- Income

DATA AVAILABILITY: Products from this survey are available in printed form and on CD-ROM. Assistance and limited free copies of current reports are available from Census Bureau Regional Offices, and many products may be accessed over the Internet. See Appendix C for detailed information on obtaining Census Bureau materials.

CURRENT DATA USES: The Current Population Report has long been recognized as an important source of demographic information on a wide variety of population-related topics. The reports in the P-23 series offer more narrative text and analysis than is typical of many census data reports.

PUBLICATIONS:

- *Population Profile of the United States* (1995)
- *How We're Changing: Demographic State of the Nation* (1995)
- *Hispanic Americans Today* (1993)
- *Exploring Alternative Race-Ethnic Comparison Groups in Current Population Surveys* (1992)
- *Households, Families, and Children: A 30-Year Perspective* (1992)
- *Marriage, Divorce, and Remarriage in the 1990s* (1992)
- *When Households Continue, Discontinue, and Form* (1992)
- *Population Trends in the 1980s* (1992)
- *Changes in American Family Life* (1990)
- *Work and Family Patterns of American Women* (1990)

SOURCE/CONTACT:

Population Division Information Office
U.S. Bureau of the Census
Washington, DC 20233
Phone: 301-457-2422
WWW: http://www.census.gov

See Appendix C for information on obtaining Census Bureau materials.

ORGANIZATION/AGENCY: U.S. Bureau of the Census

DATA SOURCE/TITLE: ***Statistical Abstract of the United States***

DESCRIPTION: Published since 1878, this is the standard summary of United States statistics on social, economic, and political subjects. Containing data from over 200 sources, it is designed to serve as a convenient reference volume and as a guide to important primary sources of statistical information.

DATA COLLECTED/REPORTED:

- Population
- Race, sex, and age
- Migration, mobility
- Households and families
- Birth and death rates
- Immigration and naturalization
- Health
- School enrollment
- Public school finance
- Graduates
- Higher education enrollment
- Degrees conferred
- Vocational training
- Adult education
- Government finances
- Social welfare expenditures
- Labor force participation
- Family income
- Consumer price indexes

DATA AVAILABILITY: This publication is available annually in printed form and on CD-ROM. Prices vary with each edition, but the paperback usually costs between $28 and $33. In addition, there are complementary publications focusing on states and metropolitan areas, and counties and cities, and information may be accessed over the Internet. See Appendix C for detailed information on obtaining Census Bureau materials.

CURRENT DATA USES: This is a comprehensive basic reference document of use to anyone needing statistical data about the United States.

PUBLICATIONS:

- *Statistical Abstract of the United States* (annual)
- *State and Metro Area Data Book* (annual)
- *County and City Data Book* (annual)

SOURCE/CONTACT:

See Appendix C for information on obtaining Census Bureau materials.

ORGANIZATION/AGENCY: U.S. Bureau of the Census

DATA SOURCE/TITLE: Survey of Income and Program Participation — Household Economic Studies (Series P-70)

DESCRIPTION: The Survey of Income and Program Participation (SIPP) is a national survey conducted by the Census Bureau designed to provide better estimates of the economic situation of families and individuals. Recurrent questions deal with employment, types of income, participation in government programs, and noncash benefits. Periodically, questions are added dealing with school enrollment, marital history, child care, and other topics. *What's It Worth? Educational Background and Economic Status* is a periodic publication that relates formal degrees received and the field of study to some basic measures of current economic and employment status.

DATA COLLECTED/REPORTED:

- Income, by educational level
- Labor force activity
- Degree attainment, by age, race, and sex
- Fields of study
- Wealth
- Participation in government programs
- Disability
- Child care
- Pensions

DATA AVAILABILITY: Products from this survey are available in printed form and on CD-ROM and data tapes. Users may order individual reports or arrange an annual subscription by contacting the U.S. Government Printing Office. Assistance and limited free copies of current reports are available from Census Bureau Regional Offices, and many products may be accessed over the Internet. Appendix C for detailed information on obtaining materials from the Census Bureau.

CURRENT DATA USES: This survey provides information on the relationship between education and economic status. Published reports provide estimates of significant changes in this relationship over time.

PUBLICATIONS:

- *What's It Worth? Educational Background and Economic Status* (1995)
- *Beyond Poverty: Extended Measures of Well-Being: 1992* (1995)
- *Dynamics of Economic Well-Being: Income, 1991 to 1992* (1995)
- *Dynamics of Economic Well-Being: Labor Force, 1991-1993* (1995)
- *Household Economic Studies — Asset Ownership of Households: 1993* (1995)
- *Dynamics of Economic Well-Being: Poverty, 1991-1993* (1995)
- *Dynamics of Economic Well-Being: Health Insurance, 1991-1993* (1995)
- *Dynamics of Economic Well-Being: Program Participation, 1990-1992* (1995)
- *Dollars for Scholars: Postsecondary Costs and Financing, 1990-1991* (1994)
- *Monitoring the Economic Health of American Households* (1994)
- *Household Wealth and Asset Ownership: 1991* (1994)

- *Americans With Disabilities: 1991-1992* (1993)
- *Who's Helping Out? Support Network Among American Families: 1988* (1992)

SOURCE/CONTACT:

Michael McMahon
Population Division
U.S. Bureau of the Census
Washington, DC 20233
Phone: 301-457-3819
WWW: http://www.census.gov

See Appendix C for information on obtaining Census Bureau materials.

ORGANIZATION/AGENCY: Western Interstate Commission for Higher Education (WICHE)

DATA SOURCE/TITLE: ***High School Graduates: Projections by State, 1992 to 2009***

DESCRIPTION: The latest report *High School Graduates: Projections by State, 1992 to 2009* reports national, regional, and state-level trends in public and non-public school enrollments and high school graduates. Historical data are provided for the years 1974 through 1992, with projections through the year 2009. This is the fourth set of projections published by the Western Interstate Commission for Higher Education in collaboration with The College Board. Previous projections were published in 1979, 1984, and 1988.

DATA COLLECTED/REPORTED: Projections are based on state data files of the number of live births, elementary and secondary school enrollments, actual high school graduates to date, estimated progression rates, and other factors. The historical data file goes back to the 1960s. The projection methodology is based on the cohort survival method which assumes that enrollments and graduates can be projected by measuring the retention of birth cohorts from one grade level to the next.

DATA AVAILABILITY: This report is available from the Publications Office at WICHE. More detailed worksheets and projection tables for a state or region are available in a hard copy format or on diskettes in ASCII format. Data by region (North Central, Northeast, South/South Central, and West) include separate tables for all of the states in that region. The worksheets and projection tables also are available as a complete set for the nation or by individual state.

CURRENT DATA USES: This report and the database of historical enrollment and graduation data maintained by WICHE are useful for enrollment planning at the institutional, state, and national levels.

RELATED PUBLICATIONS:

- *The Road to College: Educational Progress by Race and Ethnicity* (1991)
- *High School Graduates Projections by State: A Review of Projection Accuracy and Methodology Technical Report*

SOURCE/CONTACT:

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E-mail: robinzuniga@wiche.edu
WWW: http://www/wiche.edu

ORGANIZATION/AGENCY: Western Interstate Commission for Higher Education (WICHE)

DATA SOURCE/TITLE: ***Policy Indicators for Higher Education: WICHE States***

DESCRIPTION: First produced by the Western Interstate Commission for Higher Education in 1996, this regional fact book, by design, is not a compendium of data. Instead, it contains a set of "indicators" for each of the WICHE states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming) with regard to selected policy-relevant factors. All indicators focus on states — not institutions — as the unit of analysis. Trends, multi-year comparisons, interstate comparisons, and ratios are included to provide the context for analysis. The book is divided into five parts: regional indicators, state indicators, policy insights, data tables, and appendices.

DATA COLLECTED/REPORTED:

- Actual numbers and projections of high school graduates
- Undergraduate and graduate enrollment and participation rates
- Enrollment distribution
- Residence and migration
- Race/ethnicity
- Degree production
- Tuition and fees
- Ratio of tuition and fees to per capita disposable income
- Financial aid
- Faculty salaries
- Expenditures
- State appropriations
- Educational attainment of adult population
- Employment

DATA AVAILABILITY: This report will be updated continually and is available through WICHE for $35 with binder or $32 without binder. Some of the data from the fact book may be accessed through WICHE's web site. See also the WICHE reports described elsewhere in this *Compendium* which contain more detailed data and analysis on specific policy issues.

CURRENT DATA USES: This fact book should aid state-level policymakers in developing a broader understanding of the emerging issues, trends, and problems affecting higher education.

SOURCE/CONTACT:

Cheryl Blanco
Western Interstate Commission for Higher Education
P.O. Box 9752
Boulder, CO 80301-9752
Phone: 303-541-0221
Fax: 303-541-0291
E-mail: cherylblanco@wiche.edu
WWW: http://www/wiche.edu

BEST COPY AVAILABLE

ORGANIZATION/AGENCY: American Association of State Colleges and Universities (AASCU)

DATA SOURCE/TITLE: ***Promoting Student Success: The Report of the AASCU/Sallie Mae National Retention Project***

DESCRIPTION: Each year the American Association of State Colleges and Universities collects information on graduation rates from member institutions. Additional information on campus-based retention strategies is also gathered. This report describes programs and changes in campus-based retention strategies. It also provides aggregate data on graduation rates, including summary tables with trend data.

DATA COLLECTED/REPORTED:

- Campus conditions related to retention and graduation rates
- Six-year graduation rates, rates for transfer students, and rates for two-year programs
- Some program descriptions (collected on an intermittent basis)

DATA AVAILABILITY: This report is available annually in the spring/summer. The cost is $12 for members and $14 for non-members.

CURRENT DATA USES: This report is useful to administrators who are addressing retention issues on their campuses and for researchers who are monitoring trends in graduation rates.

SOURCE/CONTACT:

Joyce Scott, Meredith Ludwig, or Rachel Fields
American Association of State Colleges and Universities
One Dupont Circle, NW, #700
Washington, DC 20036
Phone: 202-293-7070
Fax: 202-296-5819
E-mail: scottj@aascu.nche.edu
ludwigm@aascu.nche.edu
fieldr@aascu.nche.edu

ORGANIZATION/AGENCY: American College Testing Program (ACT)

DATA SOURCE/TITLE: High School Profile Service

DESCRIPTION: Through the High School Profile Service, the American College Testing Program compiles annual data on over a million students who graduated in the spring of a given year and who took the ACT Assessment during their junior or senior year in high school. These are published in normative data studies called *High School Profile Reports* that describe the academic abilities and nonacademic characteristics of ACT-tested graduates. ACT is developing longitudinal student databases, following 250,000 students through their first year of college. ACT also follows a smaller sample of students for five years after high school graduation.

DATA COLLECTED/REPORTED:

- Five-year trend history of college-bound students
- Mean ACT scores, frequency distributions, and cumulative percentages for male and female combined
- Mean ACT scores and distribution of selected cumulative percentages for male and female
- Student satisfaction with various aspects of the local high school
- Expressed adequacy of high school education according to high school curriculum or program
- Average ACT scores for different patterns of academic preparation
- Core high school courses and mean grade point averages
- Grade level at time of testing and mean composite scores
- Educational degree aspirations and mean ACT composite scores
- Percentage distribution of planned educational majors and vocational choices
- Profile of students according to type of postsecondary institution each student plans to attend
- Students' institutional preferences at the time of testing
- Distribution of planned educational majors and ACT composite scores

DATA AVAILABILITY: Data are available on high school graduates from 1974 to the most recent year of high school graduates. ACT Institutional Services can make available custom reports showing, for example, data disaggregated for individual schools, postsecondary institutions, states, regions, or the nation.

CURRENT DATA USES: Basic ACT data provide a wealth of information related to student background, academic preparation for college, student satisfaction with various aspects of high school, and college plans. ACT longitudinal databases offer great potential for addressing policy questions about student success in college, as they relate to high school background and college experiences. However, because the ACT-tested population may not be representative of a school, state, or other unit of analysis, caution should be used in making comparisons among samples.

PUBLICATIONS:

- High School Profile Reports
- *Your College-Bound Students: Interpretive Guide to the ACT High School Profile Service*

SOURCE/CONTACT:

James Maxey
The American College Testing Program
P.O. Box 168
Iowa City, IA 52243
Phone: 319-337-1100
Fax: 319-339-3020
E-mail: maxey@act.org

ORGANIZATION/AGENCY: American Council on Education (ACE)

DATA SOURCE/TITLE: ***Minorities in Higher Education, Annual Status Report***

DESCRIPTION: This annual status report on minorities in higher education provides data on the progress of African Americans, Hispanics, Asian Americans, and American Indians in postsecondary education. Presented in the publication are data from the U.S. Bureau of the Census, the National Center for Education Statistics, and many other sources. In addition to data tables, each report provides a special focus on issues such as minorities in the teaching force, black males in higher education, hispanic demographic and educational trends, and racial/ethnic trends in academic employment. The most recent report, produced in 1996, explores the history, legal and political status, and impact of affirmative action in higher education.

DATA COLLECTED/REPORTED:

- High school completion and college participation rates
- Enrollment and degree completion rates at historically black colleges and universities and hispanic-serving colleges
- College enrollments by race/ethnicity
- Degrees conferred by race/ethnicity
- Degrees conferred by field of study
- College completion rates by race/ethnicity
- Full-time faculty and administrators by race/ethnicity

DATA AVAILABILITY: This report is published annually and is available from ACE.

CURRENT DATA USES: This report presents the latest available data on the progress of persons of color in postsecondary education. Policymakers, administrators, and others who are responsible for increasing minority participation and achievement will find this report a practical resource.

RELATED PUBLICATIONS:

- *Sources: A Guide to Minorities in Higher Education* (1993; contains information on associations, government agencies, colleges and universities, foundations, and publications which are committed to the advancement of minorities in higher education)
- *Minorities on Campus: A Handbook for Enhancing Diversity* (1993; describes successful programs for increasing minority participation on campus)

SOURCE/CONTACT:

Deborah J. Carter
Office of Minority Concerns
American Council on Education
One Dupont Circle, NW
Washington, DC 20036-1193
Phone: 202-939-9395
Fax: 202-785-8056
WWW: http://www.acenet.edu

ORGANIZATION/AGENCY: American Council on Education (ACE)

DATA SOURCE/TITLE: ***Who Took the GED? The GED 1995 Statistical Report***

DESCRIPTION: This annual report provides national and statewide participation data on people who take the Tests of General Educational Development (GED) in the United States and Canada. The report presents a series of tables and graphs that display data on examinee characteristics. It also describes the volume of people tested by state, territory, or province; special language editions; special accommodations for administering the test for persons with disabilities; and the number of testing centers by state. This statistical report is a product of the GED Testing Service, the Center for Adult Learning and Educational Credentials, a program sponsored by the American Council on Education.

DATA COLLECTED/REPORTED:

- Highest grade completed
- Number and percent planning postsecondary study
- Number on active military duty
- Number tested and number completed, by state, territory, and province
- Percentage tested by age group
- Number of credentials issued and percents by age group
- Passing score requirements by jurisdiction

DATA AVAILABILITY: Copies of the current annual report are available for $20 (prepaid) plus $5 shipping and handling. Back issues are $15 (prepaid) plus $4 shipping and handling.

CURRENT DATA USES: The report may be used as a basic reference on GED test-takers and in enrollment planning for this student population.

RELATED PUBLICATIONS:

- *Guiding Principles for Distance Learning in a Learning Society* (1996)
- *Guide to Educational Credit by Examination* (1996)
- *The National Guide to Educational Credit for Training Programs* (1996)
- *The Literacy Proficiencies of GED Examinees: Results from the GED-NALS Comparison Study* (1995)
- *Guidelines for Computerized-Adaptive Test Development and Use in Education* (1995)
- *The Adult Learner's Guide to Alternative and External Degree Programs* (1993)
- *Does the Key Fit the Lock? A Review of Research on GED Recipients in Community Colleges* (1993)
- *Adult Degree Programs: Quality Issues, Problem Areas, and Action Steps* (1993)
- *Focus on Adults: A Self-Study Guide for Postsecondary Educational Institutions* (1991)
- *GED Profiles: Adults in Transition* (a series of seven reports based on the 1989 National Candidate survey and the 1989 National Performance Study)
  - *GED Candidates: A Decade of Change*
  - *Schooling, Study, and Academic Goals: The Education of GED Candidates*

- *GED Candidates in the Workforce: Employed and Employable*
- *Why Did They Drop Out? Reasons GED Candidates Give for Leaving School*
- *GED Test Performance of Adult Examinees and High School Seniors*
- *The Gender Gap: Women and Men Who Take the GED Tests*
- *GED Candidates: Does Age Make a Difference?*

SOURCE/CONTACT:

For more information:
Janet Baldwin
Center for Adult Learning and Educational Credentials
American Council on Education
One Dupont Circle, NW
Washington, DC 20036-1193
Phone: 202-939-9490
Fax: 202-775-8578
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WWW: http://www.acenet.edu

For copies of *GED Statistical Report*:
The GED Testing Fulfillment Service
P.O. Box 261
Annapolis Junction, MD 20701
Phone: 301-604-9073
Fax: 301-604-0158

ORGANIZATION/AGENCY: The College Board

DATA SOURCE/TITLE: ***Annual Advanced Placement (AP) National and State Summary Reports***

DESCRIPTION: These reports provide annual profiles of Advanced Placement Program participation at the national and state levels. Data are derived from over 500,000 candidates who take over 800,000 Advanced Placement Examinations each year. These candidates represent 10,500 U.S. secondary schools and over 500 schools abroad.

DATA COLLECTED/REPORTED:

- AP grade distribution, by total and race/ethnicity, for all candidates, males, females, 11th graders, 12th graders, and public school candidates
- Reports designated for in-state and out-of-state colleges
- Three-year national and state trends

DATA AVAILABILITY: Additional information about the Advanced Placement Program and copies of reports are available from the College Board.

CURRENT DATA USES: These reports provide data that help educators and policymakers to better understand the academic preparation of college-bound students who take advanced placement exams. They can also be used for academic planning by schools and colleges.

SOURCE/CONTACT:

For more information:
Wade Curry
The Advanced Placement Program
The College Board
45 Columbus Avenue
New York, NY 10023-6992
Phone: 212-713-8066
Fax: 212-713-8063
E-mail: wcurry@collegeboard.org
WWW: http://www.collegeboard.org/ap/html/indx001.html

For copies of reports:
College Board Publication Orders
Box 886
New York, NY 10101-0886
Phone: 800-323-7155
Fax: 212-713-8143 (purchase order)

ORGANIZATION/AGENCY: The College Board

DATA SOURCE/TITLE: College-Bound Seniors Reports

DESCRIPTION: The College Board produces several annual reports based on the records of over a million high school seniors in the United States who participate in the SAT Program of the College Board anytime before April of their senior year. Test score data are supplemented by self-reported information from a Student Descriptive Questionnaire (SDQ) and by secondary school information supplied by the schools. National summary data are published annually in *College-Bound Seniors: Profiles of SAT and Achievement Test Takers* and in state summary reports. More detailed data are contained in annual national and state reports entitled *Ethnic/Sex Data*.

DATA COLLECTED/REPORTED:

- Sex
- Racial/ethnic group
- Highest level of father's/mother's education
- Part-time work in high school
- Annual parental income
- Type of high school
- Type of high school program
- Number of years of study by subject in high school
- Degree-level goals
- Intended areas of study
- SAT scores

DATA AVAILABILITY: These reports are published annually, and are available each September. *National: Ethnic/Sex Data* is available for $35, and the state reports cost $25 each. The condensed reports, *Profiles of SAT and Achievement Test Takers*, are available free of charge. Data tapes are available and the College Board will work with users needing special analyses.

CURRENT DATA USES: The College Board notes that SAT scores are related to academic performance and intended to help predict freshman-year college performance of individual students. These data can be used to address questions about academic preparation, student subgroups, and changes over time. However, because the population of test takers is self-selected, scores should not be used to compare or evaluate education units such as teachers, schools, or states.

PUBLICATIONS:

- *National: College-Bound Seniors: Profiles of SAT and Achievement Test Takers* (annual)
- *State (name): College Bound Seniors: Profiles of SAT and Achievement Test Takers* (annual)
- *National: Ethnic/Sex Data* (annual)
- *State (name): Ethnic/Sex Data* (annual)

SOURCE/CONTACT:

For more information:
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The College Board
45 Columbus Avenue
New York, NY 10023-6992
Phone: 212-713-8089
Fax: 212-713-8181
WWW: http://www.collegeboard.org

For copies of reports:
College Board Publication Orders
Box 886
New York, NY 10101-0886
Phone: 800-323-7155
Fax: 212-713-8143 (purchase order)

ORGANIZATION/AGENCY: The College Board

DATA SOURCE/TITLE: *The Decision to Go to College*/A College Board/Gallup Survey of High School Seniors

DESCRIPTION: Begun in 1995, this survey focuses on factors that may have influenced students to attend a four-year college, including family and peer support, counseling services, academic preparation and achievement, and college and financial aid information. The 1995 sample includes 900 high school seniors in the class of 1995 who completed the Scholastic Assessment Test (SAT). Data are drawn from the SAT database, the Student Descriptive Questionnaire which students complete when they register for the SAT, and a Gallup telephone interview. This survey will be repeated every two years.

DATA COLLECTED/REPORTED:

- Post-high school plans
- SAT scores
- Years of course work in six academic subjects
- Frequency in college counseling
- Helpfulness of parents, counselors, and other adults in formulating college plans
- Sources of information on colleges and financial aid
- Concern about student loan debt

DATA AVAILABILITY: Two reports will be available in 1996. The first, *The Decision to Go to College: Practices, Attitudes, and Experiences Associated with College Attendance Among Low-Income Students*, is free of charge from the Washington office of the College Board. The second, *Improving the Odds: Factors that Increase the Likelihood of College Attendance Among High School Seniors*, part of the College Board Research Report series, is available through College Board publications.

CURRENT DATA USES: The survey has so far been used to advance the College Board's store of data on the college decision and transition experience. *The Decision to Go to College* is intended for secondary educators and college admissions and financial aid professionals. *Improving the Odds* is intended for researchers and policymakers.

PUBLICATIONS:

- *The Decision to Go to College: Practices, Attitudes, and Experiences Associated with College Attendance Among Low-Income Students* (1996)
- *Improving the Odds: Factors that Increase the Likelihood of College Attendance Among High School Seniors* (1996)

SOURCE/CONTACT:

For *The Decision to Go to College*:
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1717 Massachusetts Avenue NW, #404
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Phone: 800-323-7155
Fax: 212-713-8143 (purchase order)

ORGANIZATION/AGENCY: Council of Graduate Schools/Graduate Record Examinations (CGS/GRE)

DATA SOURCE/TITLE: Annual Survey of Graduate Enrollment

DESCRIPTION: Since 1987, the Council of Graduate Schools and the Graduate Record Examinations Board have jointly conducted an annual survey of graduate institutions. This survey, mailed to nearly 600 institutions each January, provides data on fall graduate enrollments and on graduate degrees awarded over the previous academic year.

DATA COLLECTED/REPORTED:

- Graduate enrollments, by institutional type, enrollment status, sex, citizenship, region, and racial/ethnic group
- First time graduate enrollments
- Graduate degrees, by level
- Applications

DATA AVAILABILITY: The annual report is published each August and is available at no charge.

CURRENT DATA USES: This report provides timely and accurate data on U.S. graduate education and is of use to state and national policymakers.

SOURCE/CONTACT:

Council of Graduate Schools
One Dupont Circle NW, #430
Washington, DC 20036-1173
Phone: 202-223-3791
Fax: 202-331-7157
E-mail: cgs@vtvm1.cc.vt.edu

ORGANIZATION/AGENCY: Higher Education Research Institute, University of California, Los Angeles (HERI, UCLA)

DATA SOURCE/TITLE: Cooperative Institutional Research Program Freshman Survey

DESCRIPTION: Since 1966, the Cooperative Institutional Research Program (CIRP) has conducted a survey of entering freshman in a national sample of colleges and universities. Administered at the Higher Education Research Institute at UCLA since 1973, CIRP is now the nation's largest and longest empirical study of higher education. The freshman survey collects baseline data on demographics, academic preparation, college finances, aspirations, and attitudes and values. National norms for first-time, full-time students are produced each year, and data can be segregated by gender and type of institution. In 1982, CIRP began a follow-up program to survey students two and four years after college entry; this developed into the annual College Student Survey which gathers information about academic achievement in college; stability or change in institutional choice, major, and degree goals; student experiences in college; and other aspects of college life.

DATA COLLECTED/REPORTED:

- Demographic characteristics
- Academic skills and preparation
- College finances
- Orientation toward college
- Aspirations
- Attitudes and values
- Academic achievement in college (follow-up study)

DATA AVAILABILITY: Survey results appear in an annual report titled *The American Freshman: National Norms*, published by the Higher Education Research Institute, UCLA. The current survey report is available for $22. Periodic trend reports are also published. Institution-specific reports are prepared annually for participating colleges and universities.

CURRENT DATA USES: This survey provides detailed information on the freshman population in American colleges. Educational administrators have used CIRP data to analyze such topics as admissions and recruitment practices, student retention, and curriculum and programs. Data on student attitudes and values, career choices, and other areas provide important trend information to researchers and the general public.

PUBLICATIONS:

- *The American Freshman* (annual)
- *The American Freshman — Thirty Year Trends* (1996)
- *Degree Attainment in American Colleges and Universities* (1996)
- *What Matters in College? Four Critical Years Revisited* (1993)
- *The American Freshman — Twenty-Five Year Trends* (1991)
- *The Black Undergraduate* (1990)

- *Predicting College Student Retention: Comparative National Data from the 1982 Freshman Class* (1989)

SOURCE/CONTACT:

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Fax: 310-206-2228
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WWW: http://www.gseis.ucla.edu/heri/heri.html

ORGANIZATION/AGENCY: Institute of International Education (IIE)

DATA SOURCE/TITLE: *Open Doors*

DESCRIPTION: Each year the Institute of International Education conducts a survey of the number of foreign students studying in the United States. Also reported are comparable data for foreign scholars, students in intensive English programs, and U.S. students who study abroad. The survey covers all regionally accredited institutions, and results are published in the annual report *Open Doors*.

DATA COLLECTED/REPORTED:

- Total enrollment of foreign students by institution
- Country of origin
- Field of study
- Academic level
- Gender
- Visa type
- Marital status
- Primary source of funds
- Enrollment status (part/full-time)

DATA AVAILABILITY: This report is published annually and is available for $39.95.

CURRENT DATA USES: This survey is useful to higher education administrators and others needing detailed information on foreign students enrolled in this country. Policymakers concerned with international trade, immigration, and global competitiveness also find this report useful.

SOURCE/CONTACT:

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New York, NY 10017-3580
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WWW: http://www.iie.org

ORGANIZATION/AGENCY: Metropolitan Life Insurance Company

DATA SOURCE/TITLE: *The Metropolitan Life Survey of The American Teacher*

DESCRIPTION: Since 1984, Louis Harris and Associates has conducted this annual survey of public school teachers for the Metropolitan Life Insurance Company. The goal of the survey is to provide a forum for the teacher's voice on major education issues, and each survey has focused on a different set of issues. For example, topics have included teachers' attitudes toward educational reform, strengthening links between home and school, and the expectations of new graduates from education schools.

DATA COLLECTED/REPORTED:

- Type of school
- Region
- District wealth
- Sex
- Teaching experience
- Teacher preparation
- Job satisfaction
- Attitudes and opinions, varying each year

DATA AVAILABILITY: This report is published annually and is available at no charge.

CURRENT DATA USES: This report brings teachers' opinions to the attention of the American public and policymakers. Because each survey is unique in focus and does not repeat what came before, these reports have a longer "shelf life" than many annual reports. The value of this series is cumulative in nature, and taken together, covers a broad range of important education issues.

PUBLICATIONS:

- *The Metropolitan Life Survey of the American Teacher, 1984-1995: Old Problems, New Challenges* (1995)
- *The Metropolitan Life Survey of the American Teacher, 1994: Violence in America's Public Schools: The Family Perspective* (1994)
- *The Metropolitan Life Survey of the American Teacher, 1993: Teachers Respond to President Clinton's Education Proposals* (1993)
- *The Metropolitan Life Survey of the American Teacher, 1993: Violence in America's Public Schools* (1993)
- *The Metropolitan Life Survey of the American Teacher, 1992: The Second Year: New Teachers' Expectations and Ideals* (1992)
- *The Metropolitan Life Survey of the American Teacher, 1992: Ready or Not: Grade Level Preparedness* (1992) (mini-survey)
- *The Metropolitan Life Survey of the American Teacher, 1991: The First Year: New Teachers Expectations and Ideals* (1991)
- *The Metropolitan Life Survey of the American Teacher, 1991: Coming to Terms* (1991) (mini-survey on problems related to tightened school budgets)
- *The Metropolitan Life Survey of the American Teacher, 1990: New Teachers: Expectations and Ideals — Part I: Entering the Classroom* (1990)

- *The Metropolitan Life Survey of the American Teacher, 1989: Preparing Schools for the 1990s* (1989)
- *The Metropolitan Life Survey of the American Teacher, 1988: Strengthening the Relationship Between Teachers and Students* (1988)
- *The Metropolitan Life Survey of the American Teacher, 1987: Strengthening Links Between Home and School* (1987)
- *The Metropolitan Life Survey of the American Teacher, 1986: Restructuring the Teaching Profession* (1986)
- *The Metropolitan Life Survey of Former Teachers in America* (1986)
- *The Metropolitan Life Survey of the American Teacher, 1985: Strengthening the Profession* (1985)
- *The Metropolitan Life Survey of the American Teacher* (1984)

SOURCE/CONTACT:

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Fax: 212-685-1435

ORGANIZATION/AGENCY: National Association for College Admission Counseling (NACAC)

DATA SOURCE/TITLE: ***Admissions Trends Survey***

DESCRIPTION: Published annually since 1988, this report by the National Association for College Admission Counseling collects information about application trends, recruitment activities, and related admission management concerns. Data are based on surveys distributed each fall to college and university deans and directors of admission at four-year and two-year member institutions.

DATA COLLECTED/REPORTED:

Trends in:

- Number of freshman applications
- Number of transfer applications
- Number of applications from students of color
- Student inquiries and campus visits
- Factors affecting admissions decisions (grades in college preparatory courses and in all subjects, admissions test scores, class rank, essay/writing sample, counselor and teacher recommendations, interview, work/extracurricular experiences, ability to pay, and personal recognition programs)
- Staffing levels of admissions offices
- Budget of admissions offices
- Major concerns of admission professionals

DATA AVAILABILITY: This report is published annually and is available through NACAC's monthly newsletter, the *Bulletin*.

CURRENT DATA USES: This report provides useful information to policymakers and researchers on trends in college applications and admissions decisions. Additional information on staffing, budget, and major concerns of admissions offices should be of interest to college and university administrators.

SOURCE/CONTACT:

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ORGANIZATION/AGENCY: National Center for Education Information (NCEI)

DATA SOURCE/TITLE: ***Alternative Teacher Certification: A State-by-State Analysis***

DESCRIPTION: Since 1983, the National Center for Education Information (NCEI) has been polling the state departments of education annually regarding alternative teacher education and certification. NCEI also collects information on other issues pertinent to getting licensed to teach. This report describes in considerable detail all of the programs submitted by the states along with some summary tables. Information on the teacher certification contact persons for all states is provided. Noting that not all alternative programs meet the demands of academic rigor, NCEI has developed a classification system with nine categories for alternative teacher certification routes, and each program profiled in this report is classified according to these criteria.

DATA COLLECTED/REPORTED:

- States' status concerning alternative certification programs (whether considering or implementing programs)
- Special programs offered, by state (for transitioning military personnel, recent liberal arts graduates, re-entering teachers who need to upgrade credentials, mid-career changers, returning Peace Corps members, and others)
- Level of interest in alternative certification, by state (e.g., among state legislators, state licensing officials, higher education officials, and others)
- Tuition assistance programs
- Likelihood that an individual with different backgrounds could find a teaching job in each state now
- Rate of change of individuals getting licensed to teach through traditional and alternative routes in the last five years
- State program profiles, including title, history, motivation, grade levels and/or subjects covered, who operates, requirements to enter, program description, number of credit hours to complete, and length of time
- Summary data, by state, on number of teaching licenses issued and number of teacher employed
- Institutions offering *any* teacher preparation program, by state, and those offering alternative programs

DATA AVAILABILITY: This report is produced annually and is available for $65.

CURRENT DATA USES: This report is useful for educators and policymakers interested in teacher education in general as well as in alternative teacher certification programs. It is also a valuable resource for persons seeking alternative teacher certification.

SOURCE/CONTACT:

National Center for Education Information
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Fax: 202-363-0488
E-mail: nceicef@aol.com

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: Baccalaureate and Beyond Longitudinal Study (B&B)

DESCRIPTION: Baccalaureate and Beyond is a new study conducted by the National Center for Education Statistics, designed to follow up on all bachelor's degree recipients in the National Postsecondary Student Aid Study (NPSAS), also conducted by NCES (see page 167). NPSAS, conducted every three years, provides extensive information on the undergraduate education experience, particularly in the year of graduation. B&B follows up degree attainers beginning one year after graduation, collecting data on graduate school entry and completion as well as employment experiences. Beginning with those sample members from NPSAS:93 who obtained their bachelor's in the 1992-93 school year, data were collected in 1994, and a second follow-up will occur in the spring of 1997. Data are collected from institutions, students, and parents. Undergraduate transcripts are collected from institutions as part of the first follow-up. This survey replaces the Recent College Graduates Study (RCG) conducted since 1976.

DATA COLLECTED/REPORTED:

- Graduate Education
  - Application
  - Tests taken
  - Timing of entry
  - Persistence/progress
  - Financial assistance
  - Work/assistantships
  - Field(s) of study
  - Completions/timing
- Qualified as teachers
  - Certification
  - Experiences
  - Perceptions/attitudes
- Employment
  - Job application activities
  - Timing of entry onto labor force
  - Relationship to education
  - Employment history
  - Employment satisfaction
  - On-the-job training
  - Future expectations
  - Annual salary
- Other
  - Parental/family background
  - Community service
  - Other education
  - Family formation
  - Income/debt

DATA AVAILABILITY: Products from this study are available in printed form and on CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: The study provides data on the movement and interaction between education and work experiences, movement in the labor force, volunteerism, and rate of return on education, with particular attention paid to those in teaching and other public service occupations. For those who enter graduate school immediately after finishing college, B&B provides a look at admissions activities, time of admission, and completion times. For those who enter the work force directly, it provides information on job search activities, time between graduation and employment, type of job and relationship to degree and job training, movement, and satisfaction.

PUBLICATIONS:

- *1992-93 College Graduates and the Teaching Profession: 1994* (forthcoming)
- *A Descriptive Summary of 1992-93 Bachelor's Degree Recipients: One Year Later (With an Essay on Time to Degree)* (forthcoming)
- *Baccalaureate and Beyond Longitudinal Study, First Follow-up Methodology Report, 1993-94* (forthcoming)
- *Baccalaureate and Beyond Longitudinal Study, First Follow-up Field Test Report, 1993* (1994)

SOURCE/CONTACT:

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See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: Beginning Postsecondary Students Longitudinal Study (BPS)

DESCRIPTION: This study, conducted by the National Center for Education Statistics, collects data on student persistence, progress, and attainment from initial entry into postsecondary education through leaving and entry into the work force. For vocational students and those who enter the work force without a bachelor's degree, BPS also addresses rate of return. This survey is based on the National Postsecondary Student Aid Study (NPSAS) conducted by NCES every three years (see page 167). The first full BPS survey was based on NPSAS:90 with follow-up surveys in 1992 and 1994. A new BPS cohort will be based on the 1996 NPSAS with the first follow-up in 1998.

DATA COLLECTED/REPORTED:

- Background/family characteristics
- Student persistence
- Progress
- Financial assistance
- Degree attainment
- Attrition
- Rate of return
- Employment history
- Attitudes and opinions

DATA AVAILABILITY: Products from this study are available in printed form and on CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: This survey expands the base of information available regarding persistence, progress, and attainment from initial entry into postsecondary education through leaving and entry into the work force.

PUBLICATIONS:

- *Descriptive Summary of 1989-90 Beginning Postsecondary Students Five Years Later* (1996)
- *Beginning Postsecondary Students Longitudinal Study Second Follow-up, Final Technical Report, BPS 90/94* (1996)
- *Beginning Postsecondary Students Longitudinal Study Second Follow-up Field Test Report, BPS 90/94* (1994)
- *Descriptive Summary of 1989-90 Beginning Postsecondary Students: Two Years Later* (1994)
- *Beginning Postsecondary Students Longitudinal Study First Follow-up, Final Public Technical Report, BPS 90/92* (1994)
- *Beginning Postsecondary Students Longitudinal Study Field Test Methodology Report, BPS 90/92* (1992)

SOURCE/CONTACT:

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See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Educational Statistics (NCES)

DATA SOURCE/TITLE: Data on Vocational Education (DOVE)

DESCRIPTION: Adopted in 1987, the Data on Vocational Education plan is an approach through which the National Center for Education Statistics collects and analyzes information on the national vocational education enterprise at both the secondary and postsecondary levels. The DOVE plan states that NCES will derive data on vocational education from general-purpose surveys instead of conducting a special survey on vocational education. In this way, the plan enables NCES to compare vocational education to non-vocational education. The first DOVE comprehensive report was published in 1992 and the second in 1995; NCES expects to produce a report with updated data every few years.

DATA COLLECTED/REPORTED:

- Percentage of high school graduates taking vocational courses
- Number of Carnegie units accumulated
- Type of vocational education courses taken
- Postsecondary education of those taking vocational courses in high school
- Hourly wages
- Completion of courses in specific labor market preparation programs
- Background of vocational teachers
- Salaries of vocational teachers
- Enrollment in proprietary institutions
- Degrees and certificates awarded

DATA AVAILABILITY: A comprehensive report is produced every few years, and periodic reports on more specific topics are produced as well. Also, NCES routinely publishes information on vocational education in its general sourcebooks, such as the *Digest of Education Statistics*. Products from DOVE are available in printed form and on diskette. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: DOVE provides comprehensive data on vocational teachers, students, and schools in the United States. The data have been used to address such issues as how the credentials of vocational faculty differ from non-vocational faculty, minority vocational students, and how many postsecondary institutions provide vocational education.

PUBLICATIONS:

- *Vocational Education in the United States: The Early 1990s* (1995)
- *Vocational Course Taking and Achievement: An Analysis of High School Transcripts and 1990 NAEP Assessment Scores* (1995)
- *Vocational Education in G-7 Countries: Profiles and Data* (1994)
- *Vocational Education in the United States: 1969-1990* (1992)
- *NCES Vocational Education Electronic Table Library* (1992)

- *The Postsecondary Vocational Education of 1980 High School Seniors: The Two-Year Associate of Arts Degree* (1989)

SOURCE/CONTACT:

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See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: High School and Beyond (HS&B)

DESCRIPTION: High School and Beyond, the National Center for Education Statistics' second longitudinal study, follows high school students after graduation to postsecondary education and work. The base year sample survey was conducted in 1980 and collected data from over 58,000 students (30,000 seniors and 28,000 sophomores) from over 1,000 public and private high schools from across the country. Follow-up data were collected in 1982, 1984, 1986, and 1992. Base-year and follow-up surveys collected data on students, their parents, the schools attended, and observations from teachers. Postsecondary transcript data were collected in 1993.

DATA COLLECTED/REPORTED:

- Student questionnaire
  - School experiences
  - Test scores
  - School performance
  - Future educational plans
  - Future occupational goals
- School questionnaire
  - Enrollment
  - Staff
  - Educational programs
  - Dropout rates
  - Special programs for handicapped and disadvantaged students
- Parent survey
  - Family attitudes
  - Family income
  - Parent occupation and employment
  - Financial planning
- Teacher checklist
  - Teacher observations of students in and out of the classroom
- Follow-up questions
  - Work experience
  - Postsecondary education experience
  - Job satisfaction

DATA AVAILABILITY: Products from this study are available in printed form and on data tape and CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: This study can be used to help determine how student plans and aspirations have changed or been realized over time. It provides insights into the school dropout problem, the influence of the last two years of school on student aspirations and attitudes, the consequences of dropping out, the extent to which dropouts later return and complete high school, and the extent to which students go on to college.

PUBLICATIONS:

- *Who Majors in Science? College Graduates in Science, Engineering or Mathematics From the High School Class of 1980* (1990)
- *Changes in Educational Attainment: A Comparison Among 1972, 1980 and 1982 High School Seniors* (1989)
- *Changes in Postsecondary Educational Choices: 1972 to 1980* (1987)
- *Who Drops Out of High School?* (1987)
- *Four Years After High School: A Capsule Description of 1980 Seniors* (1986)

- *The High School Diploma as a Terminal Degree* (1986)
- *Factors Associated With Decline of Test Scores of High School Seniors, 1972 to 1980* (1985)
- *Two Years After High School: A Capsule Description of 1980 Seniors* (1984)
- *Public and Private Schools* (1982)
- *A Capsule Description of High School Students* (1981)
- *Youth Employment During High School* (1981)

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See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: IPEDS Completions Survey/*Degrees and Other Awards Conferred by Institutions of Higher Education*

DESCRIPTION: The annual Completions Survey is one of several data collection surveys that comprise the Integrated Postsecondary Education Data System (IPEDS) conducted by the National Center for Education Statistics. The primary purpose of this survey is to collect data on the number of degrees and other formal awards conferred by postsecondary institutions in the United States. The survey collects information on all completions occurring during July 1 through June 30 of the previous year. *Degrees and Other Awards Conferred by Institutions of Higher Education* is updated and reissued periodically to provide time series data on degrees conferred, examining these data by level of degree, gender, race/ethnicity, and field of study.

DATA COLLECTED/REPORTED:

- Programs/fields of study
- Degrees/awards granted
- Completions by level
- Completions by sex, race/ethnicity

DATA AVAILABILITY: Products from this survey are available in printed form and on diskette. Selected data are also available in a combined IPEDS analytical data file on CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: This survey provides detailed information on completers of postsecondary education programs that may be used by researchers, policymakers, and manpower planners.

RELATED PUBLICATIONS:

This survey provides the baccalaureate and master's level information included in the National Science Foundation's:

- *Science and Engineering Degrees* (annual)
- *Science and Engineering Degrees by Race/Ethnicity of Recipients* (annual)

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See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: IPEDS Fall Enrollment in Occupationally Specific Programs Survey

DESCRIPTION: The biennial Fall Enrollment in Occupationally Specific Programs Survey is one of several data collection surveys that comprise the Integrated Postsecondary Education Data System (IPEDS) conducted by the National Center for Education Statistics. The primary purpose of this survey is to collect data on vocational education students and programs. (These are programs that are offered below the bachelor's degree level and require less than four years to complete.) In addition to providing information on specific programs in vocational education, the survey collects student enrollment information by sex, nonresident alien status, race, and ethnicity.

DATA COLLECTED/REPORTED:

- Total enrollments in vocational education programs
- Enrollments by race/ethnicity
- Enrollments by age and sex

DATA AVAILABILITY: Products from this survey are available in printed form and on diskette. Selected data are also available in a combined IPEDS analytical data file on CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: Data from this survey are used to describe the status of enrollment in occupationally specific programs.

PUBLICATIONS:

- *Fall Enrollment in Occupationally Specific Programs* (1995)

SOURCE/CONTACT:

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See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: IPEDS Fall Enrollment Survey

DESCRIPTION: The annual Fall Enrollment Survey is one of several data collection surveys that comprise the Integrated Postsecondary Education Data System (IPEDS) conducted by the National Center for Education Statistics. The primary purpose of this survey is to collect enrollment data that describe the status of student enrollment in postsecondary education in the United States and its outlying areas. The survey collects enrollment data by institution for various student characteristics including sex, year and level of study, race/ethnicity, selected major field of study, age, and residence status.

DATA COLLECTED/REPORTED:

- Attendance status (full-time/part-time)
- Level (undergraduate, graduate, first-professional)
- Sex
- Race/ethnicity
- Major field of study (collected in even years from four-year institutions only)
- Age (collected in odd years only)
- Residence of first-time, first-year students (collected in even years only)
- Degree-seeking status

DATA AVAILABILITY: Products from this survey are available in printed form and on diskette. Selected data are also available in a combined IPEDS analytical data file on CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: Enrollment data provide a measure of the condition of postsecondary education in the nation. They are used by various agencies for planning purposes, policymaking decisions, economic and financial planning, manpower forecasting, and policy formulation. NCES uses enrollment data from this survey to update several annual publications including its college enrollment projections, the *Digest of Education Statistics*, and the *Condition of Education*.

PUBLICATIONS:

- *Fall Enrollment in Institutions of Higher Education* (annual)
- *Residence and Migration of First-Time Freshmen* (biennial)

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See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: National Adult Literacy Survey (NALS)

DESCRIPTION: The National Adult Literacy Survey is a one-time study designed to report on the nature and extent of the literacy skills of adults residing in the United States. Literacy is measured along three dimensions: prose literacy, document literacy, and quantitative literacy. The survey was administered in 1992, conducted jointly by Westat and the Educational Testing Service. It includes background questions and a set of reading and writing exercises based on printed materials.

DATA COLLECTED/REPORTED:

- Background descriptors (age, sex, race/ethnicity, and country of birth)
- Level of education
- Type of illness, disability, or impairment
- Work history (occupation, wages, and number of weeks worked)
- Voting behavior, reading newspapers, and sources of information
- Prose, document, and quantitative literacy

DATA AVAILABILITY: Products from this survey are available in printed form and on CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: This survey provides benchmark information for measuring the literacy capabilities of adults. Addressing how prepared America's adults are to learn and use the skills needed for job performance, it is of use to educators, policymakers, and business leaders as they develop programs that address workforce issues.

PUBLICATIONS:

- *Literacy Behind Prison Walls* (1995)
- *Adult Literacy in America* (1993)
- *Assessing Literacy: The Framework for the National Adult Literacy Survey* (1992)

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See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: National Assessment of Educational Progress (NAEP)

DESCRIPTION: The National Assessment of Educational Progress is an ongoing, congressionally-mandated project established in 1969 to obtain data on the educational achievement of American elementary and secondary students. NAEP conducts biennial assessments of a sample of students by grade (4, 8, and 12) and by age (9-, 13-, and 17-year-olds) attending public and private schools. NAEP evaluates students' proficiencies in the academic areas of reading, mathematics, science, writing, history, and geography, as well as proficiencies in literature, art, music, citizenship, computer competence, and career and occupational development. In addition to performance results in subject areas, NAEP asks students, teachers, and school officials to answer a variety of questions about instruction, activities, experiences, curriculum, resources, attitudes, and demographics. Prior to 1990, NAEP produced data that represent educational achievement at the national level only. Since that time, NAEP has conducted assessments at the state level as well.

DATA COLLECTED/REPORTED:

- Student proficiencies in basic skills
- Student competence in the arts and technical fields
- School instruction, activities, experiences, curriculum, resources, attitudes, and demographics

DATA AVAILABILITY: Over 200 reports based on NAEP data have been produced. Products from this project are available in printed form and on diskette and data tape (from 1969 to the present). Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: As the nation's only ongoing, comparable, and representative assessment of American students' knowledge and skills, NAEP data are a unique resource to monitor student achievement in the United States. NAEP data have been used by researchers and policymakers to describe performance trends in all subject areas, to describe the condition of the American education system, to develop standards for improved mathematics and science curricula, and to support the call for educational reform. In addition, the background information collected by NAEP improves the usefulness of the achievement data and provides an opportunity to examine many policy issues such as instructional practice, students at risk, teacher workforce, and effective schools.

PUBLICATIONS:

- *NAEP Assessment Frameworks* (available for each NAEP survey)
- *1994 NAEP Reading: A First Look, Findings from the National Assessment of Educational Progress* (1995)
- *1994 NAEP Geography: A First Look, Findings from the National Assessment of Educational Progress* (1995)
- *1994 NAEP History: A First Look, Findings from the National Assessment of Educational Progress* (1995)

- *Vocational Course Taking and Achievement: An Analysis of High School Transcripts and 1990 NAEP Assessment Scores* (1995)
- *Windows into the Classroom: NAEP's 1992 Writing Portfolio Study* (1995)
- *Reading Assessment Redesigned: Authentic Texts and Innovative Instruments in NAEP's 1992 Survey* (1995)
- *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969-79 to 1992; Mathematics, 1973-1992; Reading, 1971 to 1992; and Writing, 1984 to 1992* (1994)
- *NAEP 1992 Writing Report Card* (1994)
- *America's Mathematics Problem: Raising Student Achievement* (1994)
- *Effective Schools in Mathematics* (1994)
- *NAEP 1992 Mathematics Report Card for the Nation and the States* (1993)
- *Can Students Do Mathematical Problem Solving?* (1993)
- *NAEP 1992 Reading Report Card for the Nation and the States* (1993)
- *The 1990 Science Report Card, NAEP's Assessment of Fourth, Eighth, and Twelfth Graders* (1992)
- *Reading In and Out of School, Factors Influencing the Literacy Achievement of American Students in Grades 4, 8, and 12 in 1988 and 1990* (1992)
- *The Civics Report Card: Trends in Achievement from 1976 to 1988 at Ages 13 and 17 — Achievement in 1988 at Grades 4, 8 and 12* (1990)

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See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: National Education Longitudinal Study of 1988 (NELS:88)

DESCRIPTION: The National Educational Longitudinal Study of 1988, the third major longitudinal study sponsored by the National Center for Education Statistics, follows a cohort of eighth graders through high school and into postsecondary education. In the 1988 base year, NLS:88 surveyed 25,000 eighth graders attending 1,000 public and private schools, their parents, teachers, and school principals. Follow-up surveys, scheduled at two-year intervals, reflect academic growth, school experiences, coursework, and instructional practices. The first and second follow-up surveys were conducted in 1990 and 1992. The third, conducted in 1994, provides information on postsecondary education entrance, persistence, transfer, and withdrawals; student characteristics; student financial aid; academic performance data; and labor force participation. This study is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers.

DATA COLLECTED/REPORTED:

- Parental background
- Student family background
- Student characteristics
- Cognitive test results in reading, math, science, history/government (8th, 10th, and 12th grades)
- Student school experiences
- Student extracurricular activities
- Student high school transcripts
- Parental interaction with schools
- School characteristics
- Teaching staff characteristics
- Teacher background
- Teacher perceptions
- Teacher descriptions of teaching practices

DATA AVAILABILITY: Products from this study are available in printed form and on CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: This study can be used to investigate many issues, including the transitions from elementary school to secondary school and secondary school to postsecondary institutions; students' academic growth over time, and the family, community, school, and classroom factors that promote such growth; the features of effective schools; the process of dropping out of school as it occurs from eighth grade on; the role of the school in helping the disadvantaged; the school experiences and academic performance of language-minority students; and attracting students to the study of mathematics and science.

PUBLICATIONS:

- *National Education Longitudinal Study 1988-1994, Descriptive Summary Report With an Essay on Access and Choice in Postsecondary Education* (1996)
- *Making the Cut: Who Meets Highly Selective College Entrance Criteria?* (1996)
- *Who Can Play? An Examination of NCAA's Proposition 16* (1996)
- *High School Seniors' Instructional Experiences in Science and Mathematics* (1995)

- *Social Background Differences in High School Mathematics and Science Course Taking and Achievement* (1995)
- *A Profile of the American High School Senior in 1992* (1995)
- *Two Years Later: Cognitive Gains and School Transitions of NELS:88 Eighth Graders* (1994)
- *Changes in Math Proficiency Between 8th and 10th Grades* (1994)
- *Trends Among High School Seniors, 1972-92* (1994)
- *Student Language Proficiency and Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88* (1992)
- *A Profile of American Eighth-Grade Mathematics and Science Instruction* (1992)
- *A Profile of Parents of Eighth Graders* (1992)
- *Characteristics of At-Risk Students in NELS:88* (1992)
- *The Tested Achievement of The National Education Longitudinal Study of 1988 Eighth Grade Class* (1991)
- *A Profile of Schools Attended by Eighth Graders in 1988* (1991)
- *A Profile of The American Eighth Grader* (1990)
- *National Education Longitudinal Study of 1988: Eighth Grader's Reports of Courses Taken During the 1988 Academic Year by Selected Student Characteristics* (1990)

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See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: National Household Education Survey (NHES)

DESCRIPTION: The National Household Education Survey of the National Center for Education Statistics collects descriptive data used to monitor the educational activities of the U.S. population. As a telephone survey of a relatively large and targeted sample of households, it is designed to address educational policy issues that cannot be adequately studied through NCES' traditional, school-based data collection systems. The first full survey, conducted in 1991, focused on early childhood education and participation in adult education. In 1993, the NHES began collecting data on high priority topics on a rotating basis. The 1993 survey concentrated on school readiness and school safety and discipline, and the 1995 NHES repeated the 1991 topics.

The NHES:91 Adult Education component contained approximately 9,800 persons 16 years of age and older who were identified as having participated in an adult education activity within the previous 12 months. The NHES:95 Adult Education component contained approximately 19,700 persons. In both administrations of the NHES Adult Education Component, extensive background, employment, and household information was collected for each adult, and a smaller sample of nonparticipants completed interviews about the barriers to participation.

DATA COLLECTED/REPORTED:

- Adult education survey (AE)
  - Adult characteristics (sex, race/ethnicity, and age)
  - Background characteristics (labor force status, industry and occupation, marital status, and language origin)
  - Educational attainment
  - Employment history
  - Adult education programs (1991 and 1995: cost, duration, employer support, location, purpose, sponsorship, and subject matter; 1995: basic skills courses, English as a Second Language courses, credential programs, apprenticeships, work-related courses, and personal development/interest courses)
  - Reason for enrolling in adult education
  - Barriers to participating in adult education

DATA AVAILABILITY: Products from this survey are available in printed form and on diskette and CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: NHES data can address a variety of educational topics not normally covered by school-based sampling methodologies, including many adult and continuing education issues.

PUBLICATIONS:

- *The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component* (1996)

- *Forty Percent of Adults Participate in Adult Education Activities: 1994-1995* (1995)
- *Adult Education: Employment-Related Training* (1994)
- *Adult Education: Main Reasons for Participating* (1993)
- *Parent and Student Perceptions of the Learning Environment at School* (1993)

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See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: National Longitudinal Study of 1972 (NLS-72)

DESCRIPTION: The National Longitudinal Study of 1972, the National Center for Education Statistics' first longitudinal study, explores the transition students make from high school to college to work. It began with a sample of 16,683 high school seniors from the class of 1972. The archive consists of high school records, test scores, five follow-up surveys conducted in 1973, 1974, 1976, 1979, and 1986, and the Postsecondary Education Transcript Sample conducted in 1984.

DATA COLLECTED/REPORTED:

- Age
- Sex
- Racial/ethnic background
- Physical handicap
- Socioeconomic status of family and community
- School characteristics
- Future educational and work plans
- Test scores
- School experience
- School performance
- Work status
- Work performance and satisfaction
- Additional information from follow-up surveys
  - Community characteristics
  - Educational and work plans
  - Educational attainment
  - Work history
  - Attitudes and opinions
  - Postsecondary school characteristics
  - Grade average
  - Credits earned
  - Financial assistance for postsecondary education

DATA AVAILABILITY: Products from this study are available in printed form and on data tape and CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: NLS-72 provides a rich archive of information on a single generation of Americans. It can be used to study such topics as quality, equity, and diversity of educational opportunity; the effect of those factors on cognitive growth; individual development and educational outcomes; changes over time in educational and career outcomes; and other transitions over time. The history of the class of 1972 from its high school years through its early 30s is widely considered the baseline against which the progress and achievements of subsequent cohorts will be measured.

PUBLICATIONS:

- *Lessons of a Generation* (1995; published by Jossey-Bass, Inc.)
- *The Way We Are: The Community College as American Thermometer* (1992)
- *Women at Thirtysomething: Paradoxes of Attainment* (1991)
- *College Attainment Four Years After High School*
- *Student Progress in College: NLS-72 Postsecondary Education Transcript Study* (1984, 1989)
- *A Descriptive Summary of 1972 High School Seniors: Fourteen Years Later* (1981)

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See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: Recent College Graduates Study (RCG)

DESCRIPTION: The Recent College Graduates Study, conducted periodically by the National Center for Education Statistics since 1976, collects data on the immediate post-degree employment and educational experiences of persons who obtained bachelor's or master's degrees, with heavy emphasis on those graduates qualified to teach at the elementary and secondary levels. RCG addresses such issues as the extent to which graduates obtain jobs in their fields, unemployment by field of study, the number of graduates continuing their education, the types of jobs and salaries that college graduates are getting, and the number of graduates eligible to teach by specialty. The 1987 survey was augmented with the collection of transcripts on the sample of bachelors' degree recipients. Issues addressed with the use of the transcript file include the types of courses and pattern of course-taking of graduates by major field of study and the relationship between occupational choice and course-taking behavior. In 1993, NCES established a longitudinal survey of graduating college seniors, which replaced the RCG Study. This survey, Baccalaureate and Beyond (see page 93), follows an oversample of graduating seniors from the National Postsecondary Student Aid Study (see page 167).

DATA COLLECTED/REPORTED:

- Date of graduation
- Field of study
- Number of graduates newly qualified to teach
- Further enrollment
- Financial aid received
- Employment status
- Teacher employment characteristics
- Job characteristics and earnings
- Residence
- Age, marital status, and sex
- Race/ethnicity

DATA AVAILABILITY: Products from this study are available in printed form and on diskette and CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: RCG is useful to researchers and policymakers concerned with such issues as the number of graduates qualified to teach and entering the teaching profession, the kinds of jobs recent college graduates are getting, the extent to which graduates get jobs in the area of their major fields, the extent to which jobs differ for men and women who graduate in the same program or major field, unemployment of graduates, and jobs obtained by baccalaureate degree recipients that do not require a four-year college degree.

PUBLICATIONS:

- *New Teachers in the Job Market, 1991 Update* (1993)
- *Estimates of 1985-86 Bachelor's Degree Recipients' Course-Taking Behavior* (1993)
- *Occupational and Educational Outcomes of Recent College Graduates One Year After Completion* (1993)
- *Labor Force Status of Recent College Graduates* (1991)

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See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: Schools and Staffing Survey (SASS)

DESCRIPTION: The Schools and Staffing Survey is an integrated survey of public and private schools, school districts, principals, and teachers. Replacing three separate surveys previously conducted by the National Center for Education Statistics, it is designed to provide comprehensive information on the school work force, teacher supply and demand, and basic conditions in schools. SASS was first conducted during the 1987-88 school year, and repeated in 1990-91 and 1993-94. It will be conducted again in 1998-99. One year after SASS, the Teacher Followup Survey (TFS) is conducted on a sample of SASS teacher respondents, both those who have remained in the profession and those who have left teaching.

DATA COLLECTED/REPORTED:

- School programs and policies
- School environment
- Qualifications of teachers and principals
- Demographic characteristics of teachers and principals
- Teacher professional development
- Salaries and benefits
- Workplace conditions
- Vacancies and shortages
- Teachers attrition and mobility

DATA AVAILABILITY: The publications listed below are representative of SASS reports, and many titles are available for each of the three surveys conducted thus far. Products from this survey are available in printed form and on diskette, data tape, and CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: This survey provides a comprehensive portrait of public and private schools and staffing, with data on schools, school districts, principals, and teachers presented in the context of school characteristics. This information on the learning environment in the United States is useful to policymakers in order to understand the issues in education today and to develop policies and programs that will work in America's educational system.

PUBLICATIONS:

- *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Follow-up Survey, 1994-95* (forthcoming)
- *Schools and Staffing in the United States: A Statistical Profile, 1993-94* (1996)
- *SASS by State, 1993-94 Schools and Staffing Survey: Selected State Results* (1996)
- *Private Schools in the United States: A Statistical Profile, 1990-91* (1995)
- *Teacher Supply in the U.S.: Sources of Newly Hired Teachers in Public and Private Schools, 1988-1991* (1995)

- *Characteristics of American Indian and Alaska Native Education, Results from the 1990-91 SASS* (1995)
- *The Patterns of Teacher Compensation* (1995)

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See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center on the Educational Quality of the Workforce (EQW)

DATA SOURCE/TITLE: The EQW National Employer Survey (EQW-NES)

DESCRIPTION: The National Center on the Educational Quality of the Workforce is funded by the Office of Educational Research and Improvement (OERI), U.S. Department of Education, and housed at the Institute for Research on Higher Education, University of Pennsylvania. Working with the U.S. Bureau of the Census, EQW has conducted two surveys of business employers to identify relationships between economic characteristics and human resources policies and options. These consisted of national probability samples of 1,500 manufacturing and 1,500 non-manufacturing private business establishments in five size classes and 21 industry groupings. The specific focus of the EQW-NES was to capture the training practices of U.S. employers, the extent of changes in work organization in the economy, and the impact of education on productivity. Results from the survey were used to create econometric models to measure these relationships, and the survey's findings are presented in a series of publications issued by EQW.

DATA COLLECTED/REPORTED:

- Industry
- Establishment size
- Employment practices and policies
- Investment in physical and human capital
- Educational factors
- Training practices and options
- Economic output
- Type of product and service
- Assessment of workforce proficiency
- Assessment of training vendors

DATA AVAILABILITY: Since these data were collected by the U.S. Bureau of the Census, the EQW cannot release them to the public. However, reports on the statistical analyses of EQW-NES data are available from EQW and are free of charge. A web site for the Institute for Research on Higher Education in now under construction.

CURRENT DATA USES: The EQW-NES provides information that identifies the relationships between workplace practices and productivity, the returns to investment in human resources, and the characteristics associated with various types of establishments. This information is useful to businesses designing hiring, training, and employment practices that provide the most efficient and effective workforce in an age of global competition and complex technology. Collateral studies in several other countries, supported by the World Bank, allow the U.S. to compare its experiences with those of our competitors. This information also is useful to educational institutions to inform school-to-work programs and school reform efforts by providing students with the skills and knowledge the new workforce requires.

PUBLICATIONS:

- *The Education and Training Nexus: Employers' Use of Academic Screens and the Provision of New Hire Training* (1996)
- *Employer-Provided Training in the Manufacturing Sector: First Results from the United States* (1996)
- *First Findings from the EQW National Employer Survey* (1995)
- *The Other Shoe: Education's Contribution to Establishment Productivity* (1995)
- *Beyond the Incidence of Training: Evidence from a National Employer Survey* (1995)
- *Survey Instrument for the EQW National Employer Survey* (1994 databook which describes the survey's development)

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ORGANIZATION/AGENCY: National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA), The Pennsylvania State University

DATA SOURCE/TITLE: National Study of Student Learning (NSSL)

DESCRIPTION: The National Center on Postsecondary Teaching, Learning, and Assessment, created in 1990 by the U.S. Department of Education's Office of Educational Research and Improvement (OERI), is the only federally-funded R&D Center devoted exclusively to postsecondary education. The National Study of Student Learning is NCTLA's largest research project. This study followed a panel of 2,600 students from 23 diverse two-year and four-year institutions located in 16 states for a three-year period beginning in the fall of 1992. Nearly 900 variables were collected on each student who participated, and the study focuses on four general outcomes: content learning, cognitive development, learning-related attitudes and values, and persistence.

DATA COLLECTED/REPORTED:

- Demographic characteristics
- Cognitive development measures
- Attitudinal measures
- Self-reported gains
- Academic achievement
- Levels of involvement in college

DATA AVAILABILITY: A number of reports based on NSSL are available from NCTLA. In addition, many articles based on NSSL have been published in professional journals; a complete list is available from NCTLA, and a sample of the most recent of these is listed below.

CURRENT DATA USES: NSSL provides administrators and researchers with a comprehensive, integrated picture of the factors influencing college students' learning; these include curriculum; formal, instructional experiences; out-of-class experiences; and institutional, structural, and climate/cultural characteristics.

PUBLICATIONS:

- *Realizing the Potential: Improving Postsecondary Teaching, Learning, and Assessment* (1995)
- *Building Learning Communities: A Summary of Research Findings of the Collaborative Learning Project* (1994)
- *The Transition to College: Easing the Passage (A Summary of the Research Findings of the Out-of-Class Experience Program)* (1993)

Sample journal articles based on NSSL:

- "Is Differential Exposure to College Linked to the Development of Critical Thinking?" *Research in Higher Education*, 37, 159-174 (1996)
- "Cognitive Effects of Greek Affiliation During the First Year of College." *National Association of Student Personnel Administrators Journal*, 33, 242-259 (1996)

- "What Have We Learned From the First Year of the National Study of Student Learning." *Journal of College Student Development*, 37, 182-192 (1996)
- "Influences on Students' Openness to Diversity and Challenge in the First Year of College." *Journal of Higher Education*, 67, 174-195 (1996)
- "Effects of Teacher Organization/Preparation and Teacher Skill/Clarity on General Cognitive Skills in College." *Journal of College Student Development*, 37, 7-19 (1996)

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ORGANIZATION/AGENCY: National Education Goals Panel (NEGP)

DATA SOURCE/TITLE: ***The National Education Goals Report***

DESCRIPTION: First published in 1991, this annual "report card" to the nation presents the most recent indicators available to answer the question of how well the nation and individual states are doing in achieving each of the eight National Education Goals developed by the president and the nation's governors at the Education Summit in 1989 and authorized by Congress in 1994. Data are drawn from state and national data surveys related to postsecondary education, including those from the National Center for Education Statistics, the Department of Labor, the National Adult Literacy Survey, and the Graduate Record Examination. This "report card" focuses on results achieved toward these goals, indicating what we now know and what we still need to know to assess progress against "world-class standards of performance." Summary statistics, tables, and charts are included.

DATA COLLECTED/REPORTED:

- High school completion
- Math competency
- Science achievement
- Literacy achievement
- School safety
- Prenatal care/birthweight
- Participation in adult education
- College completion

DATA AVAILABILITY: This report is published annually and is available at no charge. In addition, the National Education Goals Panel has a number of other publications related to measurement strategies, public testimony, and specific national goals.

CURRENT DATA USES: This report is useful to educators, researchers, and policymakers concerned about how well our educational systems are doing. The performance of our nation as a whole as well as individual states can be examined.

RELATED PUBLICATION:

- *Task Force on Assessing the National Goal Relating to Postsecondary Education: Report to the Goals Panel* (1992).

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ORGANIZATION/AGENCY: National Science Foundation (NSF)

DATA SOURCE/TITLE: National Survey of College Graduates (NSCG)

DESCRIPTION: This biennial survey, last conducted in 1995, is designed to provide data on the number and characteristics of individuals with training and/or employment in science and engineering in the United States. The survey collects data from individuals identified in the 1990 Census as having at least a bachelor's degree; it employs a highly stratified sampling design based on occupation, sex, race/ethnicity, disability status, and place of birth. The survey was begun in 1962 with surveys at variable intervals, but because of significant redesign in the 1990s, recent data are not comparable to earlier surveys. The 1995 survey is the first in the series of follow-up surveys planned to be carried out in the 1990s.

DATA COLLECTED/REPORTED:

- Citizenship
- Sex
- Race/ethnicity
- Marital status/number of children
- Educational history
- Field of study
- Level of degree(s)
- Labor force status
- Occupation
- Work activity
- Years of professional experience
- Salary
- Sector of employment (academia, industry, government)

DATA AVAILABILITY: Published reports from the 1993 survey are currently available from NSF, and data from the 1995 survey will be available in fall, 1996. Data from the 1980s surveys were incorporated in the series *U.S. Scientists and Engineers*. In addition, information may be accessed electronically through the Science and Technology Information System (STIS) and the Scientist and Engineer Statistics Data System (SESTAT). Many statistical reports on U.S. science and engineering are available on NSF's web site. See Appendix B for detailed information on obtaining NSF materials.

CURRENT DATA USES: This survey complements other NSF surveys which, in total, provide a comprehensive picture of the number and characteristics of individuals with training in science and engineering, including foreign-degreed Ph.Ds. It is useful to educational planners within the federal government and academia and to employers in all sectors to understand and predict trends in employment opportunities and salaries.

PUBLICATIONS:

- *Immigrants Are 23 Percent of U.S. Residents with Science and Engineering Doctorates* (*Data Brief*, 1996)
- *More Than 10.3 Million U.S. Residents Have Science and Engineering Degrees* (*Data Brief*, 1995)
- *Earnings of College Graduates, 1993* (*Monthly Labor Review*, 1995)

Data from this survey are also included in:
- *Science and Engineering Indicators* (biennial)

• *Women, Minorities, and Persons With Disabilities in Science and Engineering* (biennial)

SOURCE/CONTACT:

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kkang@nsf.gov
WWW: http://www.nsf.gov/sbe/srs/stats.htm

See Appendix B for information on obtaining NSF materials.

ORGANIZATION/AGENCY: National Science Foundation (NSF)

DATA SOURCE/TITLE: National Survey of Recent College Graduates (NSRCG)

DESCRIPTION: The biennial National Survey of Recent College Graduates provides information about individuals who recently obtained bachelor's or master's degrees in a science or engineering field. NSRCG uses a two-stage sample: first, institutions that grant bachelor's or master's degrees in science and/or engineering are selected; and second, target sampling rates for each degree field and level of degree are determined. A total of 26,000 individuals were selected in 1993. This survey was begun in 1976, but because of changes in definitions, comparisons to earlier years must be performed with caution, if at all.

DATA COLLECTED/REPORTED:

- Citizenship
- Sex
- Race/ethnicity
- Marital status/number of children
- Educational history
- Field of study
- Level of degree(s)
- Occupation
- Years of professional experience
- Salary
- Sector of employment

DATA AVAILABILITY: Published reports are available from NSF, and data from the 1993 survey are currently available. Data from the 1980s surveys were published in the series *Characteristics of Recent Science and Engineering Graduates*. In addition, information may be accessed electronically through the Science and Technology Information System (STIS) and the Scientist and Engineer Statistics Data System (SESTAT). Many statistical reports on U.S. science and engineering are available on NSF's web site. See Appendix B for detailed information on obtaining NSF materials.

CURRENT DATA USES: This survey focuses on a group of special interest to many decision-makers — those who have recently made the transition from school to the workplace. It can help to understand and predict trends in employment opportunities and salaries in science and engineering fields for recent graduates and to evaluate the effectiveness of equal opportunity efforts. This survey is useful for educational planners within the federal government and in academia and for employers in all sectors.

PUBLICATIONS:

- *Characteristics of Recent Science and Engineering Graduates: 1990*

Data from this survey are also included in:
- *Science and Engineering Indicators* (biennial)
- *Women, Minorities, and Persons With Disabilities in Science and Engineering* (biennial)
- *Indicators of Science and Mathematics Education*

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See Appendix B for information on obtaining NSF materials.

ORGANIZATION/AGENCY: National Science Foundation, co-sponsored by the U.S. Department of Education, National Institutes of Health, National Endowment for the Humanities, and U.S. Department of Agriculture

DATA SOURCE/TITLE: Survey of Earned Doctorates (SED)

DESCRIPTION: The Survey of Earned Doctorates is designed to obtain data on the number and characteristics of individuals receiving earned doctorates from U.S. institutions. Jointly sponsored by five federal agencies, this survey has been completed by doctoral recipients annually since 1957. More limited information is available for doctorate recipients from 1920-1956.

DATA COLLECTED/REPORTED:

- Citizenship/country of birth
- Sex
- Age
- Race/ethnicity
- Educational attainment of parents
- Educational history
- Field of study/field of degree
- Field of employment
- Sources of financial support
- Postgraduation plans

DATA AVAILABILITY: An annual summary report is published by the National Research Council/National Academy of Sciences in conjunction with the five sponsoring federal agencies. Sponsoring agencies also issue separate reports on doctorates by specific fields or disciplines, women and minority doctorates, and so on. In addition, information may be accessed electronically through the Science and Technology Information System (STIS), and aggregate data are available through the Computer-Aided Science Policy Analysis and Research System (CASPAR), a database system on CD-ROM. Many statistical reports on U.S. science and engineering are available on NSF's web site. See Appendix B for detailed information on obtaining NSF materials.

CURRENT DATA USES: The results of this survey are used to assess trends in Ph.D. production. This information is useful for educational and labor force planners within the federal government and in academia, and data are used specifically for programs, analysis, and reports by each of the sponsoring agencies.

PUBLICATIONS:

- *Science/Engineering Doctorates* (annual)
- *Selected Data on Science and Engineering Doctorate Awards* (annual)

This survey also provides the doctorate level information included in:
- *Science and Engineering Degrees* (annual)
- *Science and Engineering Degrees by Race/Ethnicity of Recipients* (annual)

SOURCE/CONTACT:

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See Appendix B for information on obtaining NSF materials.

ORGANIZATION/AGENCY: National Science Foundation (NSF)

DATA SOURCE/TITLE: Survey of Graduate Students and Postdoctorates in Science and Engineering (GSESP)

DESCRIPTION: Since 1966, this annual survey by the National Science Foundation has collected data on the number and characteristics of graduate science and engineering students enrolled in U.S. institutions. Data are obtained from all institutions offering graduate programs in any science, engineering, or health field and are collected at the level of academic department. Students included in the survey are all full-time graduate students, part-time graduate students, first-professional doctorates in the health fields, and other doctorate nonfaculty research personnel. The total universe includes over 10,000 departments at over 600 institutions. Because of changes in population definition between 1966 and 1975, it is difficult to analyze trend data prior to 1975.

DATA COLLECTED/REPORTED:

- Citizenship
- Sex
- Race/ethnicity
- Academic institution
- Enrollment status (full-time, part-time)
- Field of study
- Level of study (first year, other graduate, postdoctoral)
- Primary source of financial support

DATA AVAILABILITY: Data are published annually in a series of regular publications and specialized pamphlets, and these are available from NSF. In addition, information may be accessed electronically through the Science and Technology Information System (STIS), and data are available through the Computer-Aided Science Policy Analysis and Research System (CASPAR), a database system on CD-ROM. Many statistical reports on U.S. science and engineering are available on NSF's web site. See Appendix B for detailed information on obtaining NSF materials.

CURRENT DATA USES: This survey is useful for educational planners within the federal government and in academia, providing trend data related to science, engineering, and health graduate studies. Results are used to assess changes in financial support patterns and shifts in graduate enrollment and postdoctorates.

PUBLICATIONS:

- *Selected Data on Graduate Students and Postdoctorates in Science and Engineering* (annual)
- *Survey of Graduate Students and Postdoctorates in Science and Engineering: Technical Notes and Data Summaries* (annual)

SOURCE/CONTACT:

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See Appendix B for information on obtaining NSF materials.

ORGANIZATION/AGENCY: National Science Foundation (NSF)

DATA SOURCE/TITLE: ***Women, Minorities, and Persons with Disabilities in Science and Engineering***

DESCRIPTION: First produced in 1982, this biennial, congressionally-mandated publication provides information about the role of women, members of racial/ethnic minorities, and individuals with disabilities in science and engineering (S&E). It first includes summary information on the demographic composition of the population and on changes that are expected to occur as a result of current population trends. It then follows the chronological sequence of the educational system from elementary school through workforce participation, specifically identifying factors that appear to have been responsible, or to influence, the underrepresentation of population subgroups in science and engineering. Data are drawn from a variety of National Science Foundation surveys (described elsewhere in the *Compendium*) as well as from other federal sources.

DATA COLLECTED/REPORTED:

All of the following are reported by sex, race/ethnicity, and disability:

- Elementary and secondary participation and proficiency in science and math
- SAT and achievement test scores
- S&E postsecondary enrollment and degrees, by field and level
- S&E labor force participation, underemployment, and unemployment

DATA AVAILABILITY: This report is published biennially and is available from NSF. Many statistical reports on U.S. science and engineering are available on NSF's web site. See Appendix B for detailed information on obtaining NSF materials.

CURRENT DATA USES: This report is a comprehensive reference document serving decisionmakers from government, industry, academia, and other organizations. It presents statistical evidence on groups underrepresented in science and engineering and is intended to help inform debate and discussion around the questions of distribution of resources and more equal participation.

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WWW: http://www.nsf.gov/sbe/srs/stats/htm

See Appendix B for information on obtaining NSF materials.

ORGANIZATION/AGENCY: New England Board of Higher Education (NEBHE)

DATA SOURCE/TITLE: ***NEBHE Student Vacancy Survey***

DESCRIPTION: Since 1959, the New England Board of Higher Education has surveyed all New England colleges and universities each spring to determine which campuses have openings for fall admission as of the traditional admissions deadline of May 1. A complete list of institutions still considering applications is mailed to guidance directors at all 1,100 public and private high schools in the region, and a brief summary of findings is produced.

DATA COLLECTED/REPORTED:

- Number of freshman applications, compared to previous year, by four-year/two-year and public/private status
- Institutions still accepting applications for freshman and transfer students
- Perspectives of admissions officers (e.g., popular programs)

DATA AVAILABILITY: The complete list of "open" colleges is sent to all high schools in the region and is available to others for $2. A brief summary of findings is also available.

CURRENT DATA USES: Through NEBHE's mailing to guidance directors at all high schools in the region, this survey provides a crucial service to college-bound students as well as to colleges and universities in the region. In addition, the survey provides an important gauge of trends in New England demographics and college enrollment.

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New England Board of Higher Education
45 Temple Place
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Fax: 617-338-1577
WWW: http://www.nebhe.org

ORGANIZATION/AGENCY: Office of Educational Research and Improvement (OERI)

DATA SOURCE/TITLE: National Assessment of Vocational Education (NAVE)

DESCRIPTION: The National Assessment of Vocational Education was mandated by the 1990 Carl D. Perkins Vocational and Applied Technology Education Act. This amended Perkins Act emphasizes the access of special populations to quality vocational education and program improvements. This assessment describes and evaluates a variety of aspects of vocational education at the secondary and postsecondary levels. It also examines the processes that states and localities use to implement the amended Perkins Act, and to the extent possible in the time allowed, the effects of the Act on vocational education.

DATA COLLECTED/REPORTED:

The assessment is conducting the following surveys and data collections:

- Omnibus surveys
- State financial records
- Case studies of funding effects
- Community case studies
- Employer survey
- Tribal case studies
- Corrections survey
- Follow-up survey
- Vocational student organization survey
- Teacher survey

DATA AVAILABILITY: A report was sent to Congress in 1994, and 1994 data have been released for public use.

CURRENT DATA USES: These data are useful to researchers and policymakers in examining many vocational education issues, particularly issues related to the amended Perkins Act.

PUBLICATIONS:

- *National Assessment of Vocational Education Final Report to the Congress* (1994)
- *National Assessment of Vocational Education Interim Report to the Congress* (1994)
- *Summary Proceedings of the Design Conference for the National Assessment of Vocational Education* (1991)
- *Papers Presented at the Design Conference for the National Assessment of Vocational Education* (1991)

SOURCE/CONTACT:

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ORGANIZATION/AGENCY: Southern Regional Education Board (SREB)

DATA SOURCE/TITLE: Health Professions Education Program Inventory

DESCRIPTION: The Southern Regional Education Board maintains a detailed inventory of comparative data on health professions education programs in the SREB member states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia). These data are made available electronically to interested parties.

DATA COLLECTED/REPORTED:

- Medical education
- Dental education
- Veterinary medicine
- Nursing
- Optometry
- Gerontology
- Mental health
- Social work
- Allied health

DATA AVAILABILITY: Databases from the health professions education program inventory are available through SREB Online Data Services. This service, in operation since 1991, can be reached by modem at 404-881-0119 (settings 8/N/1/ANSI). HTTP, FTP, and Telnet services are being added in 1996.

CURRENT DATA USES: The SREB health professions education program inventory is used by state and institutional education leaders to answer comparative questions about health professions education programs.

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ORGANIZATION/AGENCY: The College Board

DATA SOURCE/TITLE: ***College Costs and Financial Aid Handbook***

DESCRIPTION: This reference is a guide to students and parents about the expected costs of college. It provides information about assessing resources and analyzing family ability to contribute to educational expenses. It also helps students estimate probable need and eligibility for financial aid. This report is based on the College Board's Annual Survey of Colleges, described on page 17, which gathers data from nearly 4,000 institutions nationwide.

DATA COLLECTED/REPORTED:

- Student expenses at postsecondary institutions by state and selected institutions
- List of institutions
- Information on state grant programs
- List of colleges that offer tuition/fee waivers
- List of colleges that offer athletic scholarships
- Colleges offering special tuition payment plans

DATA AVAILABILITY: The print publication is available annually for $16. Copies of annual expense information are also available on data tape or diskette; prices vary depending on usage.

CURRENT DATA USES: This handbook is used as a guide for assessing college costs and as a reference for comparing education expenses at postsecondary institutions across the country.

SOURCE/CONTACT:

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For copies of reports:
College Board Publication Orders
Box 886
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Phone: 800-323-7155
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ORGANIZATION/AGENCY: The College Board

DATA SOURCE/TITLE: ***Trends in Student Aid***

DESCRIPTION: Each year the Washington Office of the College Board compiles and analyzes data on student financial aid, including student loans as well as grants. This publication reports on total aid disbursed over a ten-year period under each of the major federal programs, through state grant programs, and through institutional programs. It also includes calculation of "constant dollar" aid, numbers of recipients of federal programs, cost of attendance data, historical tables dating to 1963, and distribution of federal aid to students in different postsecondary sectors.

DATA COLLECTED/REPORTED:

- Federal financial aid programs
- State grant programs
- Institutional aid
- Constant dollar trends
- Number of recipients of federal programs
- Cost of attendance
- Distribution of federal aid

DATA AVAILABILITY: This report is available in September each year for $9.

CURRENT DATA USES: This report can be used to show how students finance their education and how this has changed over the years as federal student aid dollars have decreased. This information is also useful to institutions and states in analyzing the potential impact of policy changes on institutions and students.

SOURCE/CONTACT:

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ORGANIZATION/AGENCY: Council for Aid to Education, Inc. (CAE)

DATA SOURCE/TITLE: ***Voluntary Support of Education***

DESCRIPTION: This annual report is based on the Voluntary Support of Education Survey conducted by the Council for Aid to Education for over 40 years. It provides information on private support for education in this country. Private elementary/secondary education and public and private higher education are covered. Twenty-nine data elements are listed for each of the 1,500 participating institutions. Many historical trends are reviewed and a detailed analysis of the survey results is presented.

DATA COLLECTED/REPORTED:

- Enrollment
- Total voluntary support
- Corporate support
- Average alumni gift
- Corporate matching gift grants
- Gifts of property
- Unrestricted gifts
- Voluntary support, by source and purpose
- Endowment market value
- Educational and general expenditures
- Support reported by public institutions
- Support reported by private institutions

DATA AVAILABILITY: This report is available annually from CAE for $65 ($45 for survey participants). CAE also provides custom comparative studies for institutions called "VSE Profiles." A licensing option exists to use historical data back to 1969.

CURRENT DATA USES: The report provides comparative data on institutional fund-raising and development which is useful to an institution evaluating its own activities. Researchers will also find the information helpful in studying changes in support over time.

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ORGANIZATION/AGENCY: Illinois State University, Center for Higher Education

DATA SOURCE/TITLE: *Grapevine* Survey and Reports

DESCRIPTION: *Grapevine* collects and reports timely and comprehensive statistics on state appropriations for higher education, based on an ongoing survey of state higher education finance officers conducted by the Center for Higher Education at Illinois State University. The survey was established in 1958 by M. M. Chambers and since 1986 has been conducted by Edward Hines. *Grapevine* reports on total state effort for higher education including tax appropriations for universities, colleges, community colleges, and state higher education agencies.

DATA COLLECTED/REPORTED:

- Appropriations for operating expenses
- Appropriations derived from state general revenue and local tax funds
- Appropriations to state agencies for higher education
- Appropriations to statewide coordinating and governing boards
- Appropriations for student financial aid
- State aid to local public community colleges
- Operating allocations to state-supported community colleges
- Appropriations directed to private institutions at all levels

DATA AVAILABILITY: These data are reported on the World Wide Web each year and include current fiscal year and previous fiscal year state tax appropriations for operating expenses of higher education by state. State data are entered in the Web file as they are received from the states from April through September of the calendar year. Although the hard-copy version of *Grapevine* is no longer published, the data are compiled and published annually by the State Higher Education Executive Officers (SHEEO) in *State Higher Education Appropriations* (see page 189).

CURRENT DATA USES: This resource provides timely data and analysis of state-by-state appropriations for higher education. When combined with other data, these data provide a valuable foundation that can be used by policymakers in budgetary deliberations; researchers will find the data useful for studying trends in state support for higher education.

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WWW: http://www.ilstu.edu/depts/coel/grpvine.htm

ORGANIZATION/AGENCY: National Association of College and University Business Officers (NACUBO)

DATA SOURCE/TITLE: ***Benchmarking for Process Improvement***

DESCRIPTION: This annual study by the National Association of College and University Business Officers examines administrative and operational costs for postsecondary institutions. Participation varies from year to year, and 90 to 200 institutions typically take part. The study is structured into four parts: (1) a comprehensive review of approximately 800 benchmarks; (2) an executive summary that provides a subset of approximately 200 benchmarks from the comprehensive review; (3) process costing for six areas; and (4) student and employee satisfaction areas. In addition, a small college/university initiative is offered, comprising five benchmark areas and some additional financial ratios.

DATA COLLECTED/REPORTED:

- Accounts payable departmental costs
- Admissions figures
- Student accounts, affairs, and housing
- Processing a purchase requisition
- Costs of hiring a new employee
- Data for institutions with on-campus hospitals
- Human resource concerns

DATA AVAILABILITY: Survey data are available only to participating institutions. Institutions interested in participating may obtain information from NACUBO's Center for Accounting, Finance, and Institutional Management.

CURRENT DATA USES: The *Benchmarking* project allows an institution to compare its performance with peer institutions in terms of cost, outputs, and quality. It can be helpful in identifying and promoting adoption of the best practices across the industry, as well as for internal budget development and budget defense in legislative and board reviews. Benchmarking is best used in association with other change management strategies.

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ORGANIZATION/AGENCY: National Association of College and University Business Officers (NACUBO)

DATA SOURCE/TITLE: ***Comparative Financial Statistics for Public Two-Year Colleges: National Sample***

DESCRIPTION: This annual report by the National Association of College and University Business Officers provides comparative financial and other statistics for public two-year colleges. Data are from the Integrated Postsecondary Education Data System (IPEDS) Finance Survey conducted by the National Center for Education Statistics (see page 165), and a supplemental NACUBO survey completed by more than 40 community college districts.

DATA COLLECTED/REPORTED:

- Revenues
- Expenditures
- Staff ratios
- Course enrollment distributions

DATA AVAILABILITY: The annual report is available for $25 for NACUBO members and $30 for nonmembers. Data also are available on computer diskettes for $30 for members and $45 for nonmembers. In addition, comparative analyses for selected survey institutions may be obtained through NACUBO's Center for Accounting, Finance, and Institutional Management.

CURRENT DATA USES: This report provides financial and other statistical comparisons between individual colleges and national quartiles. It analyzes how institutional finances compare with peer group norms and aids institutions in planning and preparing budgets. It also serves as an internal management document that can be used by boards, staff, and faculty for self-review and self-analysis.

PUBLICATIONS:

- *Comparative Financial Statistics for Public Two-Year Colleges: Peer Group Sample* (a more detailed complement to the *National Sample*, providing financial and student characteristic data within five single-college peer groups, by credit FTE enrollment, and one multi-college group)

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ORGANIZATION/AGENCY: National Association of College and University Business Officers (NACUBO)

DATA SOURCE/TITLE: ***NACUBO Endowment Study***

DESCRIPTION: This study by the National Association of College and University Business Officers provides data on college and university endowments and serves as a guide to investment management practices and trends for over 460 higher education institutions. Data are analyzed in two general categories: endowment size and characteristics, and endowment management strategies. An *Executive Summary* highlights important information and provides an interpretive analysis of the full study.

DATA COLLECTED/REPORTED:

- Endowment size rankings (total dollars per FTE student)
- Investment performance (1-, 3-, 5-, and 10-year comparisons)
- Spending policies
- Asset allocation
- Manager selection and evaluation
- Portfolio turnover
- Management expenses (e.g., commissions, advisor, custody fees)

DATA AVAILABILITY: This report is published annually, and the 1995 edition is currently available. The full study including executive summary is $60 for NACUBO members and $85 for nonmembers. The executive summary alone costs $18 for members and $28 for nonmembers. There is a 35% discount if five or more copies are ordered.

CURRENT DATA USES: This study is a comparative reference for trustees and administrators on such issues as asset allocation, spending rates, manager and custodial relationship, and portfolio turnover.

RELATED PUBLICATION:

- *NAIS/NACUBO Endowment Study* (reviews the nation's most highly endowed elementary and secondary schools)

SOURCE/CONTACT:

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ORGANIZATION/AGENCY: National Association of State Budget Officers (NASBO)

DATA SOURCE/TITLE: ***State Expenditure Report***

DESCRIPTION: Since its inception in 1987, this report provides a state-by-state review of expenditures by state government. Data are reported for a three-year period and include estimated expenditures for the current fiscal year and actual expenditures for the past two fiscal years. The data are broken down by selected functional categories and by fund source. Functional categories include elementary and secondary education, higher education, cash assistance for public welfare, Medicaid, corrections, and transportation; fund source includes general fund, federal funds, other state funds, and bonds.

DATA COLLECTED/REPORTED:

- Total state expenditures (dollars and annual percentage change)
- State spending by function as a percent of total state expenditures
- State expenditures by function by fund source
- Percentage change in expenditures by region for each function
- Capital expenditures by function and by fund source
- Higher education capital expenditures

DATA AVAILABILITY: This report is published annually and is available for $35 prepaid.

CURRENT DATA USES: This report can be used by policymakers for evaluating trends in state spending and identifying shifts in funding.

SOURCE/CONTACT:

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For copies of reports:
NGA/NASBO Publications Office
Phone: 301-498-3738

ORGANIZATION/AGENCY: The National Association of State Student Grant and Aid Programs (NASSGAP)

DATA SOURCE/TITLE: ***The National Association of State Student Grant and Aid Programs Annual Survey Report***

DESCRIPTION: This report provides comparative statistics on state-funded and state-administered student grant programs. The report is based on an annual survey of state student aid or higher education agencies that administer these programs. Loan programs and institutionally-administered student aid are not included. Survey data are compiled and published annually for the National Association of State Student Grant and Aid Programs by the Policy Analysis Division of the New York State Higher Education Services Corporation (HESC).

DATA COLLECTED/REPORTED:

- Total grant aid awarded by state programs
- Dollars and awards for need-based grants to undergraduates
- Dollars and awards for need-based grants to graduate students
- Non-need-based grants to undergraduates and graduate students
- Expenditures for other state-funded aid programs
- Need-based undergraduate grant program dollars and awards by sector and student category
- State student incentive grant program activities by states
- Award eligibility criteria for state grant programs
- Directory of NASSGAP members

DATA AVAILABILITY: Copies of annual reports are available from HESC for $5 per copy. Copies of earlier reports are available through the Educational Resources Information Center (ERIC) Document Reproduction Service/Computer Microfilm Corporation, 3900 Wheeler Avenue, Alexandria, VA 22304.

CURRENT DATA USES: The survey data and annual reports are the primary source for comparative program statistics for state student grant programs. The data are useful for analyzing the potential impact of changes in the level of state grants and aid.

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ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: ***Basic Student Charges at Postsecondary Institutions***

DESCRIPTION: Based on data from the annual Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics Survey conducted by the National Center for Education Statistics (see page 33), this report contains institutional data on basic student charges for resident and nonresident students at postsecondary institutions. Data are presented for undergraduate, graduate, and first-professional programs.

DATA COLLECTED/REPORTED:

- Tuition and fee charges
- Expenses for room and board, including meals per week

DATA AVAILABILITY: The data are available one year after collection and therefore are usable primarily as an historical source. This report is available in printed form and can be accessed over the Internet. The data file is available annually on diskette and through the Internet. Selected data from this survey are also available in a combined IPEDS analytical data file on CD-ROM. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: This is a comparative resource on student tuition, meals, and housing charges which is useful for determining the full cost of attending college. Institutions and governing boards can use these data to make comparisons among institutions.

SOURCE/CONTACT:

Susan G. Broyles
National Center for Education Statistics
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E-mail: susan_broyles@ed.gov
WWW: http://www.ed.gov/NCES

See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: ***Federal Support for Education***

DESCRIPTION: This annual report provides a comprehensive picture of total federal financial support for education since 1980. Appendix tables have additional historical data for fiscal years 1965, 1970, and 1975. This report groups federal education funding into three categories: on-budget support, off-budget support, and nonfederal funds generated by federal programs. The report shows current and constant dollar comparisons, based on the federal funds composite deflator from the U.S. Office of Management and Budget.

DATA COLLECTED/REPORTED:

- Federal education support, by category, level or purpose, and type of recipient
- Federal education support by agency
- Federal education support for student loans

DATA AVAILABILITY: This report is available annually in printed form. Beginning with the 1996 report, the data can be accessed over the Internet. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: This report provides comprehensive information on federal support and provides an indicator of the importance of education in the federal government. The trend data are useful to researchers and legislators in state and federal government in determining how support has changed.

SOURCE/CONTACT:

Charlene M. Hoffman
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Washington, DC 20208-5652
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E-mail: charlene_hoffman@ed.gov
WWW: http://www.ed.gov/NCES

See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: IPEDS Finance Survey

DESCRIPTION: The annual Finance Survey is one of several data collection surveys that comprise the Integrated Postsecondary Education Data System (IPEDS) conducted by the National Center for Education Statistics (NCES). Its purpose is threefold: (1) to collect basic data to describe the financial condition of postsecondary education in the country; (2) to monitor changes in postsecondary finance; and (3) to promote research involving institutional financial resources and expenditures. The information is summarized by various institutional categories to identify changes over time in the sources of revenues and types of expenditures.

DATA COLLECTED/REPORTED:

- Current funds revenues by source
- Current funds expenditures and transfers
- Utility expenditures
- Scholarship and fellowship expenditures
- Expenditures for acquisitions of library materials
- Indebtedness on physical plant
- Details of endowment assets
- Hospital revenues
- Physical plant assets

DATA AVAILABILITY: Data from this survey are available annually, typically about 18 months after the end of the fiscal year for which the data are reported. Products from this survey are available in printed form and on diskette. Selected data are also available in a combined IPEDS analytical data file on CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: Survey results may be used, in combination with other data, to describe the financial condition of postsecondary education in the country. Results allow institutions to compare their financial status to national and group averages. The data also can be merged with other institutional data, such as enrollments and completions, to provide a national resource for institutional research.

PUBLICATIONS:

- *Current Funds Revenues and Expenditures of Institutions of Higher Education* (annual)

SOURCE/CONTACT:

Peter Stowe
National Center for Education Statistics
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Washington, DC 20208-5652
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E-mail: peter_stowe@ed.gov
WWW: http:://www.ed.gov/NCES

See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: The National Postsecondary Student Aid Study (NPSAS)

DESCRIPTION: Initiated in 1986 by the National Center for Education Statistics, the National Postsecondary Student Aid Study is a nationwide study of how students and their families pay for postsecondary education. Every third year, NPSAS surveys nationally representative samples of undergraduates, graduates, and first-professional students across all postsecondary sectors. For comparative purposes, the stratified samples include students who do not receive financial aid as well as those who do, and a sample of their parents. NPSAS also compiles extensive demographic and descriptive data on postsecondary students. The first NPSAS was conducted during 1986-87, the second during 1989-90, the third during 1992-93, and the fourth in 1996.

DATA COLLECTED/REPORTED:

- Cost of postsecondary education
- Student and parental demographics
- Academic preparation
- Educational objectives
- Distribution of financial aid
- Characteristics of aided and non-aided students and their families
- Data related to work experience and student loan repayment
- Degree attainment

DATA AVAILABILITY: Preliminary data from NPSAS:96 will be available in fall 1997. Numerous reports and products have been produced from this study and are available in printed form and CD-ROM. In addition, the NPSAS:87 database is available on two data tapes (the student survey and the transcript study) that can be purchased separately for $175 or together for $250. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: This study provides information for researchers and policymakers at all levels on how students finance their postsecondary education. *Profile* reports (see below) provide information on student background, educational experience, and aspirations.

PUBLICATIONS:

- *Student Financing of Undergraduate Education: 1992-93* (1996)
- *Student Financing of Graduate and First-Professional Education: 1992-93* (1996)
- *National Postsecondary Student Aid Study: 1992-93* (1995)
- *Methodology Report for the National Postsecondary Student Aid Study: 1992-93* (1995)
- *Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1989-90* (1993)
- *Student Financing of Graduate and First-Professional Education* (1993)
- *Quality of Response in the 1987 National Postsecondary Student Aid Study* (1993)
- *Students at Less-Than-Four-Year Institutions* (1992)

- *National Postsecondary Secondary Student Aid Study: Preliminary Estimates on Student Financial Aid Recipients, 1989-90* (1991)
- *National Postsecondary Student Aid Study: Estimates of Student Financial Aid, 1989-90 Ed Tab* (1991)
- *Undergraduate Finance Aid Awards: A Report of the 1987 NPSAS Study* (1990)
- *Profile of Undergraduates in American Postsecondary Institutions* (profile of 1986-87 students) (1990)
- *Characteristics of Stafford Loan Recipients, 1988, 1987* (1990)
- *Methodology Report for the National Postsecondary Student Aid Study, 1987* (1990)
- *Comparison of Fall and Academic Year Student Aid Estimates, 1987 NPSAS Study* (1989)
- *End of Academic Year Student Financial Aid Update Report, 1987 NPSAS Study* (1989)
- *Profile of Handicapped Students in Postsecondary Education, 1987 NPSAS Study* (1989)
- *Student Financing of Graduate and Professional Education, 1987 NPSAS Study* (1989)
- *Student Education Expenses, 1987 NPSAS Study* (1989)
- *Undergraduate Financing of Postsecondary Education, 1987 NPSAS Study* (1988)

SOURCE/CONTACT:

Aurora D'Amico or Andrew Malizio
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andrew_malizio@ed.gov
WWW: http://www.ed.gov/NCES

See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Conference of State Legislatures (NCSL)

DATA SOURCE/TITLE: ***State Budget Actions***

DESCRIPTION: This annual report, published by the National Conference of State Legislatures, provides current state spending priorities in areas such as education, health, and corrections, and assesses the fiscal condition in each state. The source of this information is an annual NCSL survey of state legislative budget and tax staff.

DATA COLLECTED/REPORTED:

- Total year-end balances as a percentage of general fund spending by state
- Summary of projected state general fund revenues and expenditures
- Projected growth rates of general fund revenues and appropriations by state
- Leading state fiscal issues by state by budget category (e.g., medicaid, K-12, higher education, corrections, health services, welfare/social services, state employee compensation)
- Percentage change in appropriations for education and general fund by state by budget category

DATA AVAILABILITY: This report is published annually and is available in late fall for $35.

CURRENT DATA USES: The report is useful to state policymakers and education leaders by providing comparative analyses of state spending priorities in key areas.

SOURCE/CONTACT:

For more information:
Arturo Perez
National Conference of State Legislatures
1560 Broadway, #700
Denver, CO 80202
Phone: 303-830-2200
Fax: 303-863-8003

For copies of reports:
National Conference of State Legislatures
Book Order Department
1560 Broadway, #700
Denver, CO 80202
Phone: 303-830-2054
Fax: 303-863-8003

ORGANIZATION/AGENCY: National Conference of State Legislatures (NCSL)

DATA SOURCE/TITLE: ***State Tax Actions***

DESCRIPTION: This annual report, published by the National Conference of State Legislatures, provides data on tax changes in each state and interprets these changes. Information for this report is provided by state legislative tax staff and members of the National Association of Legislative Fiscal Officers.

DATA COLLECTED/REPORTED:

- Tax changes as a percentage of prior years' tax collections by state
- Net state tax increases by type of tax (e.g., personal and corporate income, sales, motor fuel, cigarette) by state
- Net state revenue changes by state
- Description of tax changes by state

DATA AVAILABILITY: This report is published annually and is available in late fall for $35.

CURRENT DATA USES: The report is useful to state policymakers and education leaders by providing comparative analyses of state taxes.

SOURCE/CONTACT:

For more information:
Arturo Perez
National Conference of State Legislatures
1560 Broadway, #700
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1560 Broadway, #700
Denver, CO 80202
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Fax: 303-863-8003

ORGANIZATION/AGENCY: National Governors' Association (NGA) and National Association of State Budget Officers (NASBO)

DATA SOURCE/TITLE: ***Fiscal Survey of the States***

DESCRIPTION: This report is based on a semi-annual survey of states conducted by the National Governors' Association and the National Association of State Budget Officers. It includes narrative analysis of trends and significant developments in the fiscal condition of the states, along with tables summarizing state general fund revenues, expenditures, and balances. The report includes both aggregate and state-by-state responses to the survey.

DATA COLLECTED/REPORTED:

- Total state spending
- Budget management
- General fund spending
- Revenue collections
- Regional fiscal outlook
- Strategic directions of states

DATA AVAILABILITY: This report is published twice a year and is available for $25.

CURRENT DATA USES: The report is useful as a general reference on state fiscal conditions, and also for comparing specific states to national fiscal trends.

SOURCE/CONTACT:

Stacey Mazer
National Association of State Budget Officers
400 North Capitol Street, NW, #299
Washington, DC 20001
Phone: 202-624-5382
Fax: 202-624-7745

Sherry Conway Appel
National Governors' Association
444 North Capitol Street, NW, #250
Washington, DC 20001
Phone: 202-624-7880

ORGANIZATION/AGENCY: National Science Foundation (NSF)

DATA SOURCE/TITLE: Survey of Federal Support to Universities, Colleges, and Nonprofit Institutions

DESCRIPTION: Since 1965, the National Science Foundation has conducted an annual survey of the 15 federal agencies that provide financial support for science/engineering activities and development at higher education institutions and nonprofit institutions. The survey collects data on the conditions and trends in federal support for scientific R&D (as well as five other categories of academic science/engineering support), including total federal obligations for operations and capital construction, locations of research, type of support, and other conditions.

DATA COLLECTED/REPORTED:

- Total federal obligations for academic science and engineering
- Trends in distribution of federal support by type of activity, field of science/engineering, and agency
- Geographic distribution of federal support
- Top 100 ranked institutions, by federal support
- Institutional breakdowns by state, sector, historically black colleges and universities, and federally-funded research and development centers

DATA AVAILABILITY: Annual survey reports contain historical data since 1963, or later for some survey items. Products from this survey are available in printed form from NSF in the year following the fiscal year for which data are reported. In addition, information may be accessed electronically through the Science and Technology Information System (STIS), and data are available through the Computer-Aided Science Policy Analysis and Research (CASPAR), a database system on CD-ROM. Many statistical reports on U.S. science and engineering are available on NSF's web site. See Appendix B for detailed information on obtaining NSF materials.

CURRENT DATA USES: This survey provides comprehensive information on federal support for science/engineering activities in the academic and nonprofit sectors. The information can be used to target those states that receive either high or low federal R&D funds. Institutional researchers and planners will find the data useful in studying trends in federal and total funding for research and development at their institutions as well as making comparisons with their peers.

PUBLICATIONS:

- *Federal Support to Universities, Colleges, and Nonprofit Institutions* (annual)
- *Selected Data on Federal Support to Universities, Colleges, and Nonprofit Institutions* (annual) - release of early data from the survey

SOURCE/CONTACT:

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Arlington, VA 22230
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WWW: http://www.nsf.gov/sbe/srs/stats.htm

See Appendix B for information on obtaining NSF materials.

ORGANIZATION/AGENCY: National Science Foundation (NSF)

DATA SOURCE/TITLE: Survey of Scientific and Engineering Expenditures at Universities and Colleges (R&D Expenditures)

DESCRIPTION: This survey is the primary source of information on separately budgeted research and development expenditures within academia in the United States and outlying areas. This survey has been completed annually since 1972 by colleges and universities and federally funded research development centers (FFRDCs). The FY94 sample consisted of 500 academic institutions and 19 FFRDCs.

DATA COLLECTED/REPORTED:

- Character of work (basic research)
- Equipment
- Expenditures for R&D
- Federally funded research and development centers
- Field of science and engineering
- Source of funds (federal, state, local, industry, institutional, other)

DATA AVAILABILITY: Products from this survey are available in printed form from NSF. In addition, information may be accessed electronically through the Science and Technology Information System (STIS), and data are available through the Computer-Aided Science Policy Analysis and Research (CASPAR), a database system on CD-ROM. Many statistical reports on U.S. science and engineering are available on NSF's web site. See Appendix B for detailed information on obtaining NSF materials.

CURRENT DATA USES: The results of this survey are used to assess trends in R&D expenditures. This information is useful to planners within federal and state government and to and in academia in studying trends in expenditures for research and development.

PUBLICATIONS:

- *Academic Science and Engineering: R&D Expenditures* (annual)
- *Selected Data on Academic Science and Engineering R&D Expenditures* (annual)
- *Science and Engineering Indicators* (biennial)
- *National Patterns of R&D Resources* (biennial)

SOURCE/CONTACT:

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WWW: http://www.nsf.gov/sbe/srs/stats.htm

See Appendix B for information on obtaining NSF materials.

ORGANIZATION/AGENCY: Research Associates of Washington

DATA SOURCE/TITLE: ***Higher Education Revenues & Expenditures: A Study of Institutional Costs*** **and** ***Higher Education Revenues & Expenditures: Institutional Data Volume***

DESCRIPTION: These reports present the theory and practical procedures, national norms, and institutional-level data necessary to conduct comparative cost analyses. The text volume, *A Study of Institutional Costs*, provides grounding in the nature of cost comparisons, reviews the basic factors determining cost variance, and describes the education cost environment and necessary adjustment factors. The annual *Institutional Data Volume* presents data collected by the National Center for Education Statistics (NCES), including current funds revenues by source per FTE student, current funds expenditures by function, and computed full instructional costs per FTE student. The institutional data are organized by sector, state, and Carnegie institutional classification.

DATA COLLECTED/REPORTED:

- FTE enrollment
- Percent graduate students
- Tuition and fee revenues
- State and local government appropriations
- Gifts, grants, and endowment income
- Instruction expenditures
- Student services expenditures
- Institutional support expenditures
- Academic support expenditures
- Library expenditures
- Plant expenditures
- Full instruction cost expenditures
- Sponsored research expenditures
- Public service expenditures
- Student financial aid expenditures

DATA AVAILABILITY: *A Study of Institutional Costs*, last published in 1991, is available for $40. The most recent *Institutional Data Volume* (FY95 and FY94 data) is available for $40. The most recent data are also available on diskette at $40 each. Earlier data volumes and diskettes are available for $25 each. (Prices are for academic institutions only.)

CURRENT DATA USES: *A Study of Institutional Costs* provides useful historical background and theory on cost analysis, as well as procedures for conducting inter-institutional cost comparisons. The *Institutional Data Volumes* reports institutional revenues and expenditures per student, useful for peer group comparisons.

SOURCE/CONTACT:

Kent Halstead
Research Associates of Washington
2605 Klingle Road, NW, Box S
Washington, DC 20008
Phone: 202-966-3326
Fax: 202-966-0309

ORGANIZATION/AGENCY: Research Associates of Washington

DATA SOURCE/TITLE: ***Higher Education Tuition***

DESCRIPTION: This periodic study provides a review of public and private tuition policies coupled with detailed statistics, including historical and projected data. It explains the state policies of providing "accessible quality" public higher education. Main topics include how tuition, room and board, and other expenses vary by type and control of institution; the best college buy; understanding the cause and effect of inflation on tuition; the balance between tuition and state appropriations; and why tuition is rising.

DATA COLLECTED/REPORTED:

- Dollar amounts
- Yearly percent changes
- Annual growth rates of tuition, room, board, and total charges for universities, four-year colleges, and two-year colleges by sector, and projections
- Yearly investment required at various interest rates

DATA AVAILABILITY: The most recent report was produced in 1989 and is available for $20. (Price is for academic institutions only.) An updated report, including data through 1996, will be available in 1997.

CURRENT DATA USES: This report may be used by institutional policymakers in developing tuition policies, by students in challenging existing tuition practices, and by students and parents in estimating future costs of education and developing savings plans.

SOURCE/CONTACT:

Kent Halstead
Research Associates of Washington
2605 Klingle Road, NW, Box S
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Phone: 202-966-3326
Fax: 202-966-0309

ORGANIZATION/AGENCY: Research Associates of Washington

DATA SOURCE/TITLE: ***Inflation Measures for Schools, Colleges, and Libraries***

DESCRIPTION: This annual study reports the Higher Education Price Index (HEPI) and related salary data and item price levels from 1976 through the immediate past fiscal year. The indices measure the yearly relative price level of over 100 items purchased by colleges and universities for their current operations. Also included in the report are price data for the Research and Development Price Index (R&DPI), which measure inflation in the goods and services purchased by universities for research and development; the Academic Library Current Operations and Acquisitions Price Index (LPI); the Tuition Price Index (TPI); the Boeckh Construction Index for apartments, hotels, and office buildings (an acceptable inflation measure of new construction for campus buildings); and, for comparison purposes, the Consumer Price Index (CPI).

DATA COLLECTED/REPORTED:

Price indices for:

- Professional salaries
- Non-professional wages and salaries
- Fringe benefits
- Services
- Supplies and materials
- Equipment
- Library acquisitions
- Utilities

DATABASE AVAILABILITY: *Inflation Measures* is published each September. The current edition is available for $40. Data are available on diskette for $40. (Prices are for academic institutions only.)

CURRENT DATA USES: This report provides indices to adjust for general inflation in higher education costs. Past revenues can be adjusted by the HEPI to see if funding has kept pace with inflation. Future budgets can be adjusted by projected values of the index to ensure purchasing power is maintained.

SOURCE/CONTACT:

Kent Halstead
Research Associates of Washington
2605 Klingle Road, NW, Box S
Washington, DC 20008
Phone: 202-966-3326
Fax: 202-966-0309

ORGANIZATION/AGENCY: Research Associates of Washington

DATA SOURCE/TITLE: ***State Profiles: Financing Public Higher Education***

DESCRIPTION: Published since 1978, this annual report on public higher education financing presents state-level appropriations, tuition, enrollment, and supporting data for the immediate past fiscal year and trends. The study emphasizes the interrelationships of the various factors involved in financing, including the accessibility and attractiveness of the state's public system, the utilization of tax capacity to provide state revenues, and the role of tuition in augmenting appropriations. Data are normalized for improved inter-state comparability by indices of relative system costs and geographical price differences.

DATA COLLECTED/REPORTED:

- Population
- High school graduates
- FTE public enrollment
- Tax capacity
- Tax effort and collected revenues
- State appropriations
- Local appropriations
- Research, agriculture, and medical appropriations
- Tuition revenues
- Personal disposable income
- State cost of living
- State system design index
- Key ratios

DATA AVAILABILITY: The report is updated and published each fall. The current edition is available for $40. Data are available on diskette for $40. (Prices are for academic institutions only.)

CURRENT DATA USES: This report provides historical and comparative perspectives on higher education financing, and can assist state and institutional policymakers in public higher education financial planning.

SOURCE/CONTACT:

Kent Halstead
Research Associates of Washington
2605 Klingle Road, NW, Box S
Washington, DC 20008
Phone: 202-966-3326
Fax: 202-966-0309

ORGANIZATION/AGENCY: Research Associates of Washington

DATA SOURCE/TITLE: ***Wages and Cost of Living***

DESCRIPTION: This study seeks to advance knowledge and use of geographical differences in wages, cost of living, and amenities. Five empirical measures on wages for 508 counties are presented.

DATA COLLECTED/REPORTED:

- Area earnings (average wage for all occupations and industries)
- Service industry earnings
- Private Wage Index (relative wages paid by private industry for a fixed set of occupations)
- Government Wage Index (relative wages paid by state and local governments for a fixed set of occupations)
- Cost of Living Index

DATA AVAILABILITY: These data are updated periodically. The report is available for $40. (Price is for academic institutions only.)

CURRENT DATA USES: These data provide tools useful to government officials, higher education policymakers, employers, and employees for incorporating geographical price differences in analyzing and establishing wages in budget allocations.

SOURCE/CONTACT:

Kent Halstead
Research Associates of Washington
2605 Klingle Road, NW, Box S
Washington, DC 20008
Phone: 202-966-3326
Fax: 202-966-0309

ORGANIZATION/AGENCY: State Higher Education Executive Officers (SHEEO)

DATA SOURCE/TITLE: ***State Higher Education Appropriations***

DESCRIPTION: This annual report published by the State Higher Education Executive Officers contains data on fiscal year appropriations for higher education in each state. Tables show current and preceding fiscal year appropriations to institutions, state higher education agencies, coordinating and governing boards, student aid, and other programs. Additionally, the report provides a narrative summary that includes a review of the legislative actions for higher education appropriations in the states, analysis of the trends in higher education support for each region of the nation, and analysis of state support with rates of two-year gain by quartile. Data for the report are derived from the *Grapevine* survey of state higher education finance officers and other state correspondents (see page 149).

DATA COLLECTED/REPORTED:

- Analysis of policy issues impacting funding
- State appropriations to higher education (dollar and rank)
- Changes in appropriations (dollar and percentage)
- State appropriations to postsecondary institutions and other programs
- State appropriations to community colleges (state and state-aided)
- State appropriations to multi-campus and consolidated systems
- Local tax fund appropriations to higher education
- State tax appropriations to higher education per capita
- State tax appropriations to higher education per $1,000 of personal income
- Revenue capacity, willingness, and higher education effort

DATA AVAILABILITY: The data for this report are compiled by the Center for Higher Education, Illinois State University. Annual reports, beginning in 1992, are available from SHEEO for $15, prepaid; earlier reports are available from the National Association of State Universities and Land-Grant Colleges (NASULGC) for $3.50.

CURRENT DATA USES: This report provides basic information on state support for higher education as well as historical perspective on this topic. Combined with other sources (e.g., tuition, enrollment), this report provides a picture of the overall health of higher education in a state.

SOURCE/CONTACT:

For more information:
Edward R. Hines
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5900 EAF
Normal, IL 61761
Phone: 309-438-5405
Fax: 309-438-8683
E-mail: erhines@rs6000.cmp.ilstu.edu
www: http://www.ilstu.edu/depts/coe/grpvine.htm

For copies of reports:
State Higher Education Executive Officers
707 Seventeenth Street, #2700
Denver, CO 80202-3427
Phone: 303-299-3686
Fax: 303-296-8332

ORGANIZATION/AGENCY: U.S. Bureau of the Census

DATA SOURCE/TITLE: Annual Survey of Government Finances (Series GF)

DESCRIPTION: The U.S. Bureau of the Census, Government Division, conducts an annual survey of government finances. The data are presented in a series of reports called *Government Finances Reports, Series GF*. The reports provide tables of federal, state, county, and city data for selected financial items, and data are disaggregated by federal, state, and local governments. *Public Education Finances, Series GF, No. 10* reports specific financial data for higher education and elementary-secondary education. The higher education information includes national and state summaries of higher education charges, expenditures, and indebtedness. The report also provides state summaries of local government higher education systems including sources of revenue, types of expenditure, and debt. Another feature is financial data for local higher education and elementary-secondary systems with enrollments of 15,000 or more.

DATA COLLECTED/REPORTED:

- Revenues
- Expenditures
- Indebtedness
- Assets
- Education finance data
- Debt

DATA AVAILABILITY: Products from this survey are available in printed form and on CD-ROM. Assistance and limited free copies of current reports are available from Census Bureau Regional Offices, and many products may be accessed over the Internet. See Appendix C for detailed information on obtaining Census Bureau materials.

CURRENT DATA USES: These reports cover the entire range of government finance activities, and allow comparisons of higher education financial data with total financial operations of state and local governments.

PUBLICATIONS:

- *State Government Tax Collections* (annual)
- *State Government Finances* (annual)
- *Public Education Finances* (annual)

SOURCE/CONTACT:

Henry Wulf
Government Division
Bureau of the Census
Washington, DC 20233
Phone: 301-457-1486
WWW: http://www.census.gov

See Appendix C for information on obtaining Census Bureau materials.

ORGANIZATION/AGENCY: U.S. Bureau of the Census

DATA SOURCE/TITLE: *Compendium of Government Finances* (Series GC)

DESCRIPTION: The U.S. Bureau of the Census conducts a census of governments every five years (in years ending in 2 and 7) collecting finance data for federal, state, and local governments. The data are published in a series of statistical tables in the *Compendium of Government Finances*. These data also are disaggregated by county area within states.

DATA COLLECTED/REPORTED:

- General revenue, by source and state
- Tax revenue, by type of tax and state
- Expenditures, by function and state
- Capital outlay of state and local government for selected functions (includes higher education)
- Purpose of long-term debt by state by function
- Financial holdings by state
- Finances by government function (e.g., public school systems, higher education) by state
- Financing of employee retirement systems of state and local governments

DATA AVAILABILITY: Products from this survey are available in printed form and on CD-ROM. Assistance and limited free copies of current reports are available from Census Bureau Regional Offices, and many products may be accessed over the Internet. See Appendix C for detailed information on obtaining Census Bureau materials.

CURRENT DATA USES: This publication provides a comprehensive overview of federal, state and local government finances which help explain the financial condition of specific entities.

SOURCE/CONTACT:

Henry Wulf
Government Division
Bureau of the Census
Washington, DC 20233
Phone: 301-457-1486
WWW: http://www.census.gov

See Appendix C for information on obtaining Census Bureau materials.

ORGANIZATION/AGENCY: Washington Higher Education Coordinating Board

DATA SOURCE/TITLE: ***A National Comparison: Tuition and Required Fees***

DESCRIPTION: The Washington Higher Education Coordinating Board collects and compiles state-by-state data on average tuition and required fees at public two- and four-year institutions. This annual report presents resident and nonresident data separately for universities, colleges and state universities, and community colleges. Five years of data are presented in each table. Data going back to 1972-73 are available on diskette.

DATA COLLECTED/REPORTED:

- Resident/nonresident tuition and fees
- Undergraduate/graduate charges
- State averages

DATA AVAILABILITY: This report, as well as data diskettes, are available at no charge.

CURRENT DATA USES: This report provides the latest available data as well as historical data on tuition and fees by state. The data will allow an institution to compare its tuition and fees with peer institutions; this information may be useful in developing tuition policies and in setting tuition and fees.

SOURCE/CONTACT:

Kathy Raudenbush
Higher Education Coordinating Board
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Olympia, WA 98504-3430
Phone: 360-753-7862
Fax: 360-753-7808
E-mail: kathyr@hecb.wa.com

ORGANIZATION/AGENCY: Western Interstate Commission for Higher Education (WICHE)

DATA SOURCE/TITLE: ***Tuition and Fees in Public Higher Education in the West***

DESCRIPTION: This report provides data on tuition and fee rates at public institutions in the 15 states that are members of the Western Interstate Commission for Higher Education (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming). Data used in the report are from tuition surveys of state governing and coordinating boards. The report provides trend data (1-, 5- and 10-year changes), and averages by Carnegie classification and state.

DATA COLLECTED/REPORTED:

- Tuition and fee rates from public two- and four-year institutions for residents, nonresidents, undergraduates, and graduates

DATA AVAILABILITY: This annual report is available in paper copy or diskette for $10 plus a $4 handling fee. Other reports containing data on state tuition policies are prepared periodically and may be ordered through WICHE.

CURRENT DATA USES: The report is a comparative resource for tuition and fee rates in public higher education in the Western states.

RELATED PUBLICATION:

- *Confronting the Tuition Spiral: A Sourcebook for Higher Education Policy Makers in the West* (1995)

SOURCE/CONTACT:

Robin Zuniga
Western Interstate Commission for Higher Education
P.O. Box 9752
Boulder, CO 80301-9752
Phone: 303-541-0223
Fax: 303-541-0291
E-mail: robinzuniga@wiche.edu
WWW: http://www/wiche.edu

ORGANIZATION/AGENCY: American Association of University Professors (AAUP)

DATA SOURCE/TITLE: *The Annual Report on the Economic Status of the Profession*

DESCRIPTION: Each year the American Association of University Professors collects data from all American colleges and universities in its Survey of Faculty Compensation. The annual March/April issue of *Academe: Bulletin of the American Association of University Professors*, presents the results of this survey. National and regional data are provided on the number of faculty and average faculty salary and compensation by rank, by institution type (doctoral, comprehensive, general baccalaureate, two-year), and by institutional control (public, private, and church-related). In addition, average salaries and total compensation by rank are provided for each institution in the study. Data also are provided on tenure rates and gender of faculty.

DATA COLLECTED/REPORTED:

- Average salary, by rank and type of institution
- Average total compensation, by rank and type of institution
- Itemized major fringe benefits by type of institution and as a percentage of average salary
- Percentage of tenured faculty by rank
- Percentage increase in salary by rank
- Number of full-time faculty, by rank and sex
- Average salary, by rank and sex

DATA AVAILABILITY: Copies of this report may be ordered from AAUP for $55 (prepaid only).

CURRENT DATA USES: This is a comparative study of faculty salaries and fringe benefits that can be used by policymakers to examine external market competitiveness. The data can also be used to monitor salary practices to ensure optimal utilization of personnel funds. Individuals may find the information useful when negotiating salaries.

SOURCE/CONTACT:

Ernst Benjamin
American Association of University Professors
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Fax: 202-737-5526
E-mail: ebenjamin@igc.apc.org
WWW: http://www.igc.apc.org/aaup

ORGANIZATION/AGENCY: College and University Personnel Association (CUPA)

DATA SOURCE/TITLE: Administrative Compensation Survey

DESCRIPTION: Each year the College and University Personnel Association conducts an annual administrative salary survey of nearly 1,400 public and private institutions, examining salaries of senior administrators from president/chief executive officer down to deans and directors of major administrative units. Data for more than 170 positions are published in 35 tables cross-referenced and indexed according to enrollment, institutional classification, budget, and other special comparisons (e.g., male vs. female, minorities vs. nonminorities).

DATA COLLECTED/REPORTED:

- Median salaries, by position and budget quartile
- Median salaries, by position and enrollment quartile
- Median salaries, by position and institution type
- Comparison of median salaries between males and females
- Comparison of median salaries between minorities and nonminorities
- Comparison of median salaries for median years of service

DATA AVAILABILITY: Survey results are available annually. One complimentary copy is sent to each CUPA member institution as a benefit of membership. Additional copies are $80 for members, $180 for nonmembers/survey participants, and $300 for nonmembers/nonparticipants. Editions of the survey from previous years are available at half the current year's survey price.

More specific data to meet the specialized requirements or preferences of an institution are available through customized reports called "Special Studies." The rates for Special Studies are $250 for CUPA members/survey participants; $340 for CUPA members/nonparticipants and nonmembers/survey participants; $425 for nonmembers/nonparticipants and other nonprofit organizations; and $1,575 for all others. Contact the Research and Analytical Services Office at CUPA for additional information on Special Services.

CURRENT DATA USES: These data can be used to obtain a broad overview of salaries for administrators. Detailed tables provide comparative analyses among positions and among institutions that are useful in examining external market competitiveness. Individuals may find the information useful when negotiating salaries.

SOURCE/CONTACT:

Audrey R. Rothstein
College and University Personnel Association
1233 20th Street, NW, #301
Washington, DC 20036-1250
Phone: 202-429-0311
Fax: 202-429-0149
E-mail: arothste@nova.umuc.edu

ORGANIZATION/AGENCY: College and University Personnel Association (CUPA)

DATA SOURCE/TITLE: National Faculty Salary Survey by Discipline and Rank in Private Four-Year Colleges and Universities

DESCRIPTION: This is an annual survey of faculty salaries at more than 500 private four-year colleges and universities (CUPA members and nonmembers). The survey collects and reports data on 55 disciplines from five faculty ranks and compares average, high, and low salaries across these disciplines. It also includes the percentages of teaching faculty by rank in a given discipline.

DATA COLLECTED/REPORTED:

- Faculty salary by discipline and rank
- Percentage of teaching faculty by rank in each discipline

DATA AVAILABILITY: The annual survey report is $33 for survey participants; $55 for nonparticipants/CUPA members; and $80 for nonmembers/nonparticipants. Editions of the survey from previous years are available at half the current year's survey price.

More specific data to meet the specialized requirements or preferences of an institution are available through customized reports called "Special Studies." The rates for Special Studies are $250 for CUPA members/survey participants; $340 for CUPA members/nonparticipants and nonmembers/survey participants; $425 for nonmembers/nonparticipants and other nonprofit organizations; and $1,575 for all others. Contact the Research and Analytical Services Office at CUPA for additional information on Special Services.

CURRENT DATA USES: This report is useful as an overview of faculty salaries for private institutions. The statistics enable policymakers to discern salary levels in high priced disciplines and to budget accordingly. Special studies also may be prepared, tailored to the particular needs of institutions. For example, data may be analyzed using selected peer groups and positions or institutional characteristics such as classification, budget, or enrollment. Individuals may find the information useful when negotiating salaries.

SOURCE/CONTACT:

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ORGANIZATION/AGENCY: College and University Personnel Association (CUPA)

DATA SOURCE/TITLE: National Faculty Salary Survey by Discipline and Rank in Public Four-Year Colleges and Universities

DESCRIPTION: This is an annual survey of faculty salaries at more than 300 public four-year colleges and universities (CUPA members and nonmembers). The survey collects and reports data on 55 disciplines from five faculty ranks and compares the average, high, and low salaries across these disciplines. It also includes the percentages of teaching faculty by rank in a given discipline.

DATA COLLECTED/REPORTED:

- Faculty salaries by discipline and rank
- Percentages of teaching faculty by rank in each discipline

DATA AVAILABILITY: The annual survey report is $33 for survey participants; $55 for nonparticipants/CUPA members; and $80 for nonmembers/nonparticipants. Editions of the survey from previous years are available at half the current year's survey price.

More specific data to meet the specialized requirements or preferences of an institution are available through customized reports called "Special Studies." The rates for Special Studies are $250 for CUPA members/survey participants; $340 for CUPA members/nonparticipants and nonmembers/survey participants; $425 for nonmembers/nonparticipants and other nonprofit organizations; and $1,575 for all others. Contact the Research and Analytical Services Office at CUPA for additional information on Special Services.

CURRENT DATA USES: The published report is useful as an overview of faculty salaries for public institutions. The statistics enable policymakers to discern salary levels in high priced disciplines and to budget accordingly. Special studies also may be prepared, tailored to the particular needs of institutions. For example, data may be analyzed using selected peer groups and positions or institutional characteristics such as classification, budget, or enrollment. Individuals may find the information useful when negotiating salaries.

SOURCE/CONTACT:

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ORGANIZATION/AGENCY: Higher Education Research Institute, University of California, Los Angeles (HERI, UCLA)

DATA SOURCE/TITLE: ***The American College Teacher***

DESCRIPTION: This report highlights a national survey of teaching faculty at American colleges and universities conducted periodically by the Higher Education Research Institute at the University of California, Los Angeles. The "national norms" describe all institutions, all four-year institutions, all two-year institutions, public universities, private universities, public four-year colleges, private four-year colleges, and public and private two-year colleges. Separate tables are provided for all undergraduate faculty, males, and females. The results from the 1992-93 survey are based on 29,771 full-time college faculty from 289 institutions. The last survey was conducted in 1995; the next survey is scheduled for 1998.

DATA COLLECTED/REPORTED:

- Age
- Highest degree held
- Year hired by current institution
- Tenure
- Race
- Salary
- Professional goals
- Interest in research and teaching
- Instructional methods
- Goals for undergraduates
- Publications
- Job satisfaction
- Sources of stress
- Institutional priorities
- Institutional climate
- Student/faculty interaction
- Professional development

DATA AVAILABILITY: The current report based on the 1995 survey is available for $22 plus $4.79, shipping and handling. Institutions participating in the research can receive their own campus data on tape or diskette, but national normative data is in book form only. Special analyses also can be obtained in hard copy only.

CURRENT DATA USES: The faculty survey data can be used for studying a variety of issues such as equity in the academic reward structure, publish-or-perish syndrome, factors affecting faculty productivity, academic and administrative management, the impact of faculty on students, and assessment.

SOURCE/CONTACT:

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Higher Education Research Institute
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Los Angeles, CA 90095-1521
Phone: 310-825-1925
Fax: 310-206-2228
E-mail: heri@gse.ucla.edu
WWW: http://www.gseis.ucla.edu/heri/heri.html

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: IPEDS Fall Staff Survey

DESCRIPTION: The biennial Fall Staff Survey is one of several data collection surveys that comprise the Integrated Postsecondary Education Data System (IPEDS) conducted by the National Center for Education Statistics. This survey is conducted by NCES for the Office of Civil Rights to satisfy the employment data collection requirements of the amended Equal Employment Act of 1972. Beginning with 1993, this survey replaces the EEO-6 survey conducted by the Equal Employment Opportunity Commission. The survey is made up of four sections, three of which collect data on all persons employed by postsecondary institutions in the United States. A fourth section requests information about the types of services (contracted or donated) that the institution seeks from outside individuals or firms.

DATA COLLECTED/REPORTED:

- Number of persons employed by postsecondary education institutions (full-time and part-time), by race/ethnicity and sex in the following occupational categories:
  - Executive, administrative, managerial
  - Faculty (instruction/research/public service)
  - Instruction/research assistants
  - Other professionals (support/service)
  - Technical and paraprofessionals
  - Clerical and secretarial
  - Skilled crafts
  - Service and maintenance
- Salary intervals for full-time employees by occupational categories
- Tenure of full-time faculty, by race/ethnicity, sex, and academic rank
- New hires, by race/ethnicity, sex, and occupational category
- Contracted or donated services

DATA AVAILABILITY: Products from this survey are available in printed form and on diskette. Selected data are also available in a combined IPEDS analytical data file on CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: These data can be used to show the use of full-time and part-time faculty and staff in postsecondary education. The data allow comparisons of staffing patterns by institutional type and control and permit analysis of the relationship between financial resources and staff resources.

PUBLICATIONS:

- *Fall Staff in Postsecondary Institutions* (biennial)

SOURCE/CONTACT:

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WWW: http://www.ed.gov/NCES

See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: IPEDS Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey

DESCRIPTION: The Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey is one of several data collection surveys that comprise the Integrated Postsecondary Education Data System (IPEDS) conducted by National Center for Higher Education System. Its purposes are to: (1) collect data on the salaries, tenure, and fringe benefits of full-time instructional faculty at postsecondary institutions; (2) to analyze national faculty data in conjunction with enrollment and degrees granted as an indicator of manpower demand; and (3) to evaluate faculty compensation in relation to institutional financial resources for an indication of the economic status of institutions and of the teaching profession.

DATA COLLECTED/REPORTED:

- Salaries of full-time instructional staff
- Tenure/status of full-time instructional staff
- Status of non-tenured full-time instructional staff (number on tenure track, number not on tenure track
- Total full-time faculty by sex
- Fringe benefits of full-time instructional faculty by type of contract

DATA AVAILABILITY: Products from this survey are available in printed form and on diskette. Selected data also are available in a combined IPEDS analytical data file on CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: These data permit detailed analysis of salary patterns for postsecondary faculty. Institutions can use the data to establish competitive compensation packages. State agencies may find the data useful in developing institutional budgets and financial indicators. Researchers can use the data to evaluate the differences in salaries between men and women and the general status of the profession.

PUBLICATIONS:

- *Salaries of Full-Time Instructional Faculty on 9- and 10-Month and 11- and 12-Month Contracts in Institutions of Higher Education* (annual)
- *Salaries, Tenure, and Fringe Benefits* (annual)

SOURCE/CONTACT:

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Phone: 202-219-1593
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E-mail: patricia_brown@ed.gov
WWW: http://www.ed.gov/NCES

See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: National Study of Postsecondary Faculty (NSOPF)

DESCRIPTION: The National Study of Postsecondary Faculty is a large-scale, periodic survey conducted by the National Center for Education Statistics, co-sponsored by the National Endowment for Humanities and the National Science Foundation. The first survey, conducted in the 1987-88 academic year, had three components: (1) a sample survey of 480 institutional-level respondents; (2) a sample survey of 11,000 faculty members within the participating institutions; and (3) a sample survey of 3,000 department chairpersons within these institutions. The second survey, conducted in 1992-93, was limited to surveys of institutions and faculty, but with a substantially expanded sample of 974 public and private nonprofit higher education institutions and 31,400 faculty. A third cycle is planned for 1998-99.

DATA COLLECTED/REPORTED:

- Faculty backgrounds
- Level of responsibility
- Workloads
- Salaries and benefits
- Attitudes of full-time and part-time faculty in their institutions
- Faculty composition and turnover
- Recruitment, retention, and tenure policies

DATA AVAILABILITY: Products from the 1987-88 and 1992-93 surveys are available in printed form and on CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for more information on obtaining materials from NCES.

CURRENT DATA USES: This survey is useful to researchers and policymakers needing data on postsecondary faculty, including analyses of the postsecondary labor force, faculty job satisfaction, workload, background and specialization skills related to present assignments, comparisons with academic rank and outside employment, and other issues.

PUBLICATIONS:

- *Faculty and Instructional Staff: Who Are They and What Do They Do?* (1994)
- *Profiles of Faculty in Higher Education Institutions, 1988* (1991)
- *Institutional Policies and Practices Regarding Faculty in Higher Education* (1990)
- *A Descriptive Report of Academic Departments in Higher Education Institutions* (1990)
- *Faculty in Higher Education Institutions, 1988* (1990)

SOURCE/CONTACT:

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See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Education Association (NEA)

DATA SOURCE/TITLE: ***Almanac of Higher Education***

DESCRIPTION: This annual report provides a comprehensive set of essays that describe the current status of the higher education enterprise with an emphasis on faculty. The 1995 edition includes discussion of faculty salaries, benefits and retirement, administrative staff, workload and productivity, teaching, collective bargaining, and state policy and budget. Data are compiled from a number of different sources to support these essays.

DATA COLLECTED/REPORTED:

- Changes in average faculty salaries
- Average faculty salary, by academic rank, institutional type and control, academic department, and discipline
- Average benefits
- Institution-level data including average faculty salary, by rank, percent change in salary, number of faculty, percent tenured, percent on 11/12 month contracts, and average benefits
- Average teaching loads at selected institutions
- List of higher education collective bargaining units, including size, year elected, number of campuses
- Changes in state general fund appropriations for higher education
- Changes in tuition and fees

DATA AVAILABILITY: This report is published annually and is supplied free of charge to NEA members. Others may subscribe to a package of NEA higher education publications (including this *Almanac* and the *Thought and Action* journal) for $30 annually.

CURRENT DATA USES: The narrative sections provide an overview of the current conditions of higher education and are useful in stimulating further discussion and research. The data can be used for comparative analyses in setting benefits and measuring faculty performance.

SOURCE/CONTACT:

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Higher Education Office
National Education Association
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Fax: 202-822-7624
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ORGANIZATION/AGENCY: Oklahoma State University

DATA SOURCE/TITLE: Faculty Salary Survey by Discipline and Rank

DESCRIPTION: Since 1974, Oklahoma State University has conducted an annual faculty salary survey of selected institutions belonging to the National Association of State Universities and Land-Grant Colleges (NASULGC). To participate in the survey, institutions must have a minimum of five Ph.D. programs. The report looks at faculty salaries in three ways: by major fields grouped into discipline categories, by major fields reported without health professions, and for health professions only.

DATA COLLECTED/REPORTED:

- Low, high, and average academic year (9/10 month) salaries
- Percent distribution of faculty across ranks
- Average salaries for new assistant professors
- Salary factor relative to specific faculty rank across all disciplines
- National and regional analysis
- Health disciplines analyzed separately

DATA AVAILABILITY: Copies of the report (paper or diskette) are available from the Office of Planning, Budget, and Institutional Research at Oklahoma State University for $50.00. Previous years' publications are subject to availability. Special analyses are available for a fee.

CURRENT DATA USES: This report is useful for comparative analyses of salaries across disciplines and geographic region. Policymakers can use the information in ascertaining high-priced disciplines for developing budgets. These data also include average salaries for new assistant professors, which provide a valuable benchmark for looking at salary compression (i.e., new assistant professors paid at levels comparable to or exceeding higher ranking professors).

SOURCE/CONTACT:

L. Lee Tarrant
Planning, Budget, and Institutional Research
Oklahoma State University
301 Whitehurst
Stillwater, OK 74078
Phone: 405-744-6897
Fax: 405-744-5316
WWW:http://www4.okstate.edu/homepages/pb&ir.html

ORGANIZATION/AGENCY: Teachers Insurance and Annuity Association-College Retirement and Equities Fund (TIAA-CREF)

DATA SOURCE/TITLE: Employee Retirement and Insurance Benefits Cost Survey

DESCRIPTION: This survey is conducted biennially by TIAA-CREF and reports benefits data for colleges and universities by Carnegie classification, size of institution, and region. Costs are stated as a percentage of gross payroll for each benefit listed. Data also are provided by type of benefit on employee payroll deductions, stated as an average percent of payroll.

DATA COLLECTED/REPORTED:

- Legally mandated benefits
- Pension plan expenditures (employer's share only)
  - Payments to public retirement systems
  - Payments (premiums) to insured pension plans
  - Payments to private non-insured self-administered or trusteed pension plans
  - Supplementary or other payments under unfunded pension programs
- Other benefit plan expenditures
  - Life insurance plans
  - Health care plans
  - Life and health care combined
  - Travel accident insurance
  - Long-term disability income insurance

DATA AVAILABILITY: Single copies of the report are available while supplies last.

CURRENT DATA USES: These data are useful as a comparative reference of the cost of benefits at postsecondary institutions.

SOURCE/CONTACT:

Nilsa Negroni
Corporate Research Division
TIAA-CREF
730 Third Avenue
New York, NY 10017
Phone: 212-916-3038

ORGANIZATION/AGENCY: University of Arkansas

DATA SOURCE/TITLE: Survey of Administrative Salaries

DESCRIPTION: This is an annual salary survey of administrative positions at public doctoral-granting institutions. The current survey collects salary data on selected positions from 131 institutions and 30 university systems. Survey results include salaries by rank-order and averages for each administrative position.

DATA COLLECTED/REPORTED:

- Salaries for administrative positions
- Salaries paid at institutions belonging to the National Association of State Universities and Land-Grant Colleges (NASULGC)
- Salaries listed by geographic region
- Salaries reported for university systems' positions

DATA AVAILABILITY: The annual report of survey results is available each January for $25.

CURRENT DATA USES: This report provides a comparative reference of salaries and averages for selected administrative positions. The data show the range of salaries for positions, which is useful for determining market competitiveness. Individuals may find the information useful when negotiating salaries.

SOURCE/CONTACT:

Kathy Van Laningham
Office of Institutional Research
University of Arkansas
Administration Building 125
Fayetteville, AR 72701
Phone: 501-575-5252
Fax: 501-575-7575

ORGANIZATION/AGENCY: U.S. Bureau of the Census

DATA SOURCE/TITLE: Government Employment Survey (Series GE)

DESCRIPTION: This is an annual survey by the Governments Division of the U.S. Bureau of the Census. Data are based on October employment and payrolls of federal, state, county, city, township, school district, and special district governments, and include school and higher education personnel employed by state or local government.

DATA COLLECTED/REPORTED:

- Full-time employment of state government, by state and function
- Full-time employment of local government, by state and function
- Payrolls of state government, by state and function
- Payrolls of local government, by state and function

DATA AVAILABILITY: Products from this survey are available in printed form and on CD-ROM. Assistance and limited free copies of current reports are available from Census Bureau Regional Offices, and many products may be accessed over the Internet. See Appendix C for detailed information on obtaining Census Bureau materials.

CURRENT DATA USES: These data provide an overall picture of government employees at all levels. The school and higher education personnel data can be used to determine average salaries and competition in the workplace.

PUBLICATIONS:

- *Public Employment* (annual)
- *City Employment* (annual)
- *County Government Employment* (annual)

SOURCE/CONTACT:

Henry Wulf
Government Division
Bureau of the Census
Washington, DC 20233
Phone: 301-457-1486
WWW: http://www.census.gov

See Appendix C for information on obtaining Census Bureau materials.

ORGANIZATION/AGENCY: APPA: The Association of Higher Education Facilities Officers

DATA SOURCE/TITLE: ***APPA Comparative Costs and Staffing Report for College and University Facilities***

DESCRIPTION: This report is based on a biennial survey conducted by APPA: The Association of Higher Education Facilities Officers. Initiated in 1974, more than 500 institutions now participate in the survey, providing information on the maintenance, operations, and staffing of higher education facilities.

DATA COLLECTED/REPORTED:

- Gross square feet maintained in the physical plant
- Unit costs for physical plant operations such as engineering/architecture, building maintenance, custodial, and grounds
- Number of employees in maintenance/operation and average salaries
- Energy costs and consumption

DATA AVAILABILITY: This biennial report is available for $60 for APPA members and $120 for nonmembers. Include $8 for shipping with all orders. In addition, data from 1993-94 are available on diskette.

CURRENT DATA USES: This report provides comparative data related to the maintenance and operations of physical facilities useful to institutions in comparing their costs for operations and staffing with peer institutions.

SOURCE/CONTACT:

For more information:
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WWW: http://www.appa.org

For copies of reports:
APPA Publications
P.O. Box 1201
Alexandria, VA 22313-1201
(Telephone orders not accepted.)

ORGANIZATION/AGENCY: Association of Research Libraries (ARL)

DATA SOURCE/TITLE: ARL Statistics

DESCRIPTION: The Association of Research Libraries surveys its members annually on a variety of topics related to library management. Data from 108 major U.S. and Canadian university libraries and a smaller number of governmental, public, and private libraries are included.

DATA COLLECTED/REPORTED:

- General and law/medical
  - Types and size of holdings
  - Expenditures for operations
  - Circulation, interlibrary loan
  - Reference
  - Library instruction
  - Enrollment
- Salaries by:
  - Position and years of experience
  - Type of institution
  - Size of library
  - Sex and race/ethnicity
  - Geographic area
- Preservation
  - Staff engaged in preservation
  - Expenditures
  - Conservation treatment
  - Binding
  - Mass treatment
  - Preservation photocopying
  - Preservation microfilming production
- Indicators
  - Internal library operations
  - Resources per student
  - Resources per faculty

DATA AVAILABILITY: Reports are available from ARL. In addition, some data files are available on diskette and may be accessed through the ARL web site under "Statistics and Measurement." Specific analyses and custom reports, inter-institutional comparisons, consulting, and other services also are available on a cost basis.

CURRENT DATA USES: This survey provides extensive comparative data useful to academic administrators, library directors, and professional librarians responsible for financial and budget planning activities.

PUBLICATIONS:

ARL Statistics (annual; $35)
ARL Academic Law and Medical Library Statistics (annual; $35, ARL members; $65, nonmembers
ARL Annual Salary Survey (annual; $35, ARL members; $65, nonmembers)
ARL Preservation Statistics (annual; $35, ARL members; $65, nonmembers)
Developing Indicators for Academic Library Performance (annual; $25, ARL members; $50 nonmembers)
The Age Demographics of Academic Librarians: A Profession Apart (1995; $30)

SOURCE/CONTACT:

Martha Kyrillidou
Association of Research Libraries
21 Dupont Circle, NW, #800
Washington, DC 20036
Phone: 202-296-2296
Fax: 202-872-0884
E-mail: martha@cni.org
WWW: http://arl.cni.org

ORGANIZATION/AGENCY: CAUSE

DATA SOURCE/TITLE: CAUSE Institution Database

DESCRIPTION: CAUSE, "the association for managing and using information resources in higher education," collects information annually from colleges and universities about their campus information technology environments. CAUSE has developed an international repository of data on information resources in higher education. Data from the 1994 study are presented in *The CAUSE Institution Database 1994 Profile*. This report summarizes data from 435 institutions on the planning, management, and use of information technology.

DATA COLLECTED/REPORTED:

- Organization of information technology
- Staffing
- Budget
- Salary information
- Computer hardware and software packages
- Communications
- Administrative applications
- Microcomputers and workstations
- Academic computing
- Planning activities
- Library uses of technology
- Support services
- Interconnectivity and networking
- Telecommunications
- Outsourcing

DATA AVAILABILITY: *The CAUSE Institution Database 1994 Profile* is available for $35 for CAUSE members and $70 for nonmembers. In addition, CAUSE members can access institutional profile information from the Institution Database via the CAUSE web site.

CURRENT DATA USES: Institutions can use these data to learn about policies and practices related to information technology in effect at other institutions. Information such as staffing, budget, and salary is useful for comparative analyses in institutional planning and budget development.

SOURCE/CONTACT:

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Phone: 303-449-4430
Fax: 303-440-0461
E-mail: rrichter@cause.colorado.edu
WWW: http://cause-www.colorado.edu

ORGANIZATION/AGENCY: National Center for Education Statistics (NCES)

DATA SOURCE/TITLE: IPEDS Academic Libraries Survey

DESCRIPTION: The biennial Academic Libraries Survey is one of several data collection surveys that comprise the Integrated Postsecondary Education Data System (IPEDS) conducted by the National Center for Education Statistics. Its purpose is to provide a comprehensive picture of the status of libraries in postsecondary education, including collections, transactions, staff, service, and expenditures.

DATA COLLECTED/REPORTED:

- Staff
- Collections
- Operating expenditures
- Library services
- Electronic services

DATA AVAILABILITY: Products from this survey are available in printed form and on diskette. Selected data also are available in a combined IPEDS analytical data file on CD-ROM. Many products may be accessed over the Internet, and special analyses are available. See Appendix A for detailed information on obtaining NCES materials.

CURRENT DATA USES: These data can be used to make comparisons at the state and institutional levels for planning for the use of library resources. Researchers can use the survey results to determine the status of library operations and the profession.

PUBLICATIONS:

- *E.D. TABS, Academic Libraries: 1992* ($3.75 each)
- *E.D. TABS, Academic Libraries: 1990* ($4.25 each)

SOURCE/CONTACT:

Jeff Williams
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208
Phone: 202-219-1362
Fax: 202-219-1679
E-mail: Jeffrey_Williams@ed.gov
WWW: http://www.ed.gov/NCES

See Appendix A for information on obtaining NCES materials.

ORGANIZATION/AGENCY: National Science Foundation (NSF)

DATA SOURCE/TITLE: Survey of Academic Research Facilities

DESCRIPTION: This biennial survey was initiated in 1988 by the National Science Foundation to collect data on the amount and condition of available research space, renovation and construction of facilities, and sources of capital construction funds. The 1996 survey collects these data from a stratified probability sample of 309 institutions that includes the top 100 institutions in terms of research and development (R&D) expenditures. The rest of the universe includes institutions with separately budgeted science and engineering expenditures of $50,000 or more and all historically black colleges and universities (HBCUs) with any R&D expenditures. Survey data are weighted to provide estimated national totals.

DATA COLLECTED/REPORTED:

- Current amount of research space
- New construction and repair/renovation of research facilities
- Sources of funds for research facilities projects
- Adequacy and condition of research facilities
- Research facilities of HBCUs

DATA AVAILABILITY: The most recent survey was conducted in 1996. Products from this survey are available in printed form from NSF. In addition, information may be accessed electronically through the Science and Technology Information System (STIS). Many statistical reports on U.S. science and engineering are available on NSF's web site. See Appendix B for specific information on electronic access to NSF materials.

CURRENT DATA USES: This survey provides information for administrators and researchers for assessing the adequacy and condition of academic research facilities. The survey data can be used for planning and monitoring science and engineering investments.

PUBLICATIONS:

- *Scientific and Engineering Research Facilities at Universities and Colleges* (annual)
- *Science and Engineering Indicators* (annual)

SOURCE/CONTACT:

Ann T. Lanier
Science and Engineering Education and Human Resources Programs
National Science Foundation
4201 Wilson Boulevard, #965
Arlington, VA 22230
Phone: 703-306-1774
E-mail: alanier@nsf.gov
WWW: http://www.nsf.gov/sbe/srs/stats/htm

See Appendix B for information on obtaining NSF products.

Appendix A
Obtaining Materials from the National Center for Education Statistics (NCES)

Information in this appendix is excerpted from the NCES World Wide Web site. The purpose of this appendix is to help Compendium users obtain access to NCES data. This appendix provides information on ordering materials and electronic access.

How to order NCES materials

NCES provides statistical information in printed format and on diskette and CD-ROM. There are several sources for ordering NCES materials.

Until supplies are exhausted, a single copy of a publication or CD-ROM may be obtained at no cost from the **National Library of Education** (NLE).

National Library of Education
Phone: 800-424-1616 or 202-219-1651
E-mail: library-nle@ed.gov or library@inet.ed.gov

In addition, the **National Education Data Resource Center** (NEDRC) has single copies of publications, CD-ROMs, and data diskettes available for no charge.

National Education Data Resource Center
National Center for Education Statistics
c/o Pinkerton Computer Consultants
1900 Beauregard Street
Alexandria, VA 22311-1722
Phone: 703-845-3151
Fax: 703-820-7465
E-mail: ndrc@pcci.com or ndrc@inet.ed.gov

When requesting a copy from either source, have the complete title and NCES publication number (e.g., *The Condition of Education, 1996*, NCES 96-304). Neither organization has publications for sale, so do not send money or checks.

All NCES publications can be purchased from the U.S. Government Printing Office (GPO). If more than one copy of a publication or CD-ROM is needed, or complimentary copies have been exhausted, contact GPO. When placing an order with GPO, have the GPO Number (e.g., GPO #065-000-00871-8).

U.S. Government Printing Office (GPO)
New Orders, Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
Phone orders: 202-512-1800
FAX orders: 202-512-2250 (with credit card only)
WWW: http://www.access.gpo.gov/su_docs/sale/order001.html

For older NCES publications, the only option may be to find the report in a Federal Depository Library. There are more than 1,400 of these libraries around the country. For more information on Federal Depository Libraries, contact:

Federal Depository Libraries
gopher: gopher.umsl.edu:70/11/library/govdocs/gdep
WWW: http://www.ed.gov/NCES/orderinfo.html

Electronic access to NCES materials

NCES offers a number of education-related publications, tabulations, and data electronically including:

- general information about NCES
- announcements of new publications and data sets
- descriptions of NCES and Department of Education programs
- statistical tables, charts, and data sets
- research findings and synthesis
- full text publications
- press releases
- general information
- Department of Education staff directory
- directories of programs and education-related information systems

NCES suggests that whenever possible, data should be retrieved electronically since it is the quickest, most efficient, and least costly method of doing so. NCES materials can be accessed electronically by using several methods.

- A **World Wide Web** graphical browser such as Microsoft Explorer, Netscape, or Mosaic may be used at the following address:

  http://www.ed.gov/NCES

  Lynx may also be used, although it is a non-graphical browser.

- If your local system has **Gopher** client software:

  gopher: gopher.ed.gov:10000

- The **FTP** server can be addressed by logging on to the address:

  FTP: ftp.ed.gov
  User name: anonymous
  Go to NCESGOPHER

  The FTP protocols are best suited for rapid downloading of material.

- **Dial-in** users can retrieve information through the OERI Toll-free Electronic Bulletin Board using a modem (at speeds up to 14400 baud) by calling the following number:

  1-800-222-4922

For further information on electronic access, contact:

Carl M. Schmitt
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208-5651
Phone: 202-219-1642
Fax: 202-219-1679
E-mail: carl_schmitt@ed.gov

Specialized analyses

The National Education Data Resource Center (NEDRC) provides access to much of the data that NCES maintains. Users can request specific statistical analyses on a data set and NCES will provide tables and reports. There is no charge for this service, and the normal turnaround time is from five to ten working days. NEDRC uses the SAS programming language to perform the actual analysis. By request, NDRC also will provide institutional listings and mailing labels.

Currently the available databases include all IPEDS surveys, Schools and Staffing Survey, Private School Survey, National Survey of Postsecondary Faculty, Common Core of Data, High School and Beyond, National Postsecondary Student Aid Study, National Longitudinal Study, National Education Longitudinal Study, and Recent College Graduates Study.

For more information on the National Data Resource Center or to request specific analyses, contact:

National Education Data Resource Center (NEDRC)
National Center for Education Statistics
c/o Pinkerton Computer Consultants
1900 N. Beauregard Street
Alexandria, VA 22311-1722
Phone: 703-845-3151
Fax: 703-820-7465
E-mail: ndrc@pcci.com or ndrc@inet.ed.com

Announcements

The Office of Educational Research and Improvement (OERI) produces a quarterly bulletin listing the release of data reports and other materials produced by NCES and OERI. These bulletins contain basic descriptive information, and users may order complete materials. To be added to the *OERI Bulletin* mailing list free of charge, send your name and address to:

OERI Bulletin
Outreach and Customer Service Division
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20202-5725

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Appendix B
Obtaining Materials from the National Science Foundation (NSF)

Information in this appendix was extracted from NSF's Guide to NSF Science and Engineering Resources Data (1995). Its primary purpose is to help Compendium users obtain access to data from NSF's Division of Science Resources Studies (SRS). (SRS is the division of NSF that conducts surveys, analyzes data, and prepares and disseminates reports.) This appendix provides information on ordering materials, electronic access, and having your questions answered.

How to order NSF materials

NSF publications may be obtained in several ways, by sending a written request, phoning, faxing, or e-mailing your order. When making a request, include the NSF publication number, number of copies, and your complete mailing address.

NSF Forms and Publications Unit
4201 Wilson Boulevard, Level P-1
Arlington, VA 22230
Phone: 703-306-1130
Fax: 703-644-4278
E-mail: pubs@nsf.gov

In addition, some materials are available on CD-ROM through the **Computer-Aided Science Policy Analysis and Research (CASPAR)**, a database system containing information about academic science and engineering resources. Included in CASPAR is information from several of SRS's academic surveys plus information from a variety of other sources, including the National Center for Education Statistics. The system is designed to provide multiyear information about specific fields of science and engineering at individual institutions. It provides the user with opportunities to select variables of interest and to specify whether and how information should be aggregated. Information can be output in hard copy form or in Lotus spreadsheet format. For additional information, contact:

Quantum Research Corp.
7315 Wisconsin Avenue, #400W
Bethesda, MD 20814
Phone: 301-657-3070

Electronic access to NSF materials

There are a number of ways to access NSF materials electronically:

- Many SRS statistical reports are available through the **World Wide Web** at:

  http://www.nsf.gov/sbe/srs/stats.htm

  The SRS web site is organized to provide the current publication, the last year's publication, and the projected date for the next release.

- The **Science and Technology Information System (STIS)** is an electronic publications dissemination system available via the Internet. Many SRS reports and related aggregate data tables are placed on the NSF's automated information system, and SRS provides input to STIS in both ASCII and Lotus formats. The system features a full-test search and retrieval software (TOPIC) to help you locate the documents. To use STIS, you will need a VT100 emulator. There are several ways of accessing STIS.

  If your local system has **Telnet** client software:

  Telnet: stis.nsf.gov
  Login: public

  If your local system has **Gopher** client software:

  Gopher: stis.nsf.gov (port 70)

  Internet users who are familiar with **FTP** can easily transfer NSF documents to their local system for browsing and printing. If your local system has FTP software:

  FTP: ftp stis.nsf.gov
  User name: anonymous
  Password: your full e-mail address

  Printed copies of the *STIS Users Guide* are available from NSF. To get an electronic copy of this guide, send an e-mail request:

  E-mail: stisserve@nsf.gov
  Message: get NSF9410.txt

- SRS has recently designed the **Scientist and Engineer Statistics Data System (SESTAT)** to integrate the data from its personnel surveys into a single database. Variables in the three primary surveys — the Survey of Doctorate Recipients, the National Survey of College Graduates, and the National Survey of Recent College Graduates — were collected using standardized wording, coding, and editing procedures to ensure comparability. Where feasible, information from other surveys is being adjusted to conform to the standard SESTAT definitions. Beginning in 1997, data will be made available through SESTAT. For more information, contact:

  Keith Wilkinson
  Division of Science Resources Studies
  National Science Foundation
  4201 Wilson Boulevard, # 965
  Arlington, VA 22230
  Phone: 703-306-1776
  E-mail: rwilkins@nsf.gov

- NSF maintains several **electronic mail lists** to keep you automatically informed of new electronic publications. To get descriptions of the mail lists and instructions for subscribing, send an e-mail request.

E-mail: stisserve@nsf.gov
Message: get stisdirm.txt

Questions

Questions about electronic publication services should be sent to:

Phone: 703-306-0214
E-mail: webmaster@nsf.gov

Other kinds of questions should be directed to:

NSF Information Center
Phone: 703-306-1234
E-mail: info@nsf.gov

Additional information can be obtained from the NSF home page at:

http://www.nsf.gov

Appendix C
Obtaining Materials from the U.S. Bureau of the Census

Information in this appendix was provided by the U.S. Bureau of the Census. Its primary purpose is to help Compendium users obtain access to Census Bureau data. This appendix provides information on ordering materials, electronic access, and having your questions answered.

How to order Census Bureau materials

The Census Bureau offers many printed reports based on its decennial census, Current Population Reports, Government Finances survey, and other data collection efforts. In addition, the Census Bureau is now using CD-ROMs to release its large data bases.

To purchase copies of Census Bureau reports and CD-ROMs, contact:

U.S. Government Printing Office
New Orders, Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
Phone: 202-512-1800
Fax: 202-512-2250 (with credit card only)
WWW: http://www.access.gpo.gov/su_docs/sale/order001.html

In addition, limited copies of some current reports are available free of charge from regional offices of the Census Bureau (see list below). Also, some 1,400 government and census depository libraries across the country have printed reports, microfiche, computer tapes, and CD-ROMs.

Electronic access to Census Bureau materials

There are several methods for accessing Census Bureau materials electronically:

- There is a **World Wide Web** site that offers data highlights, large data files for in-depth research, information on data products (CD-ROMs, publications, tapes, and fax service), and other information about the Census Bureau. To access this web site, you must have Mosaic or Netscape client software.

  WWW: http://www.census/gov
  Phone: 301-457-4100 (questions about web site)
  E-mail: webmaster@census.gov (questions about web site)

- If your local system has **gopher** client software:

  Gopher: gopher.census.gov

- If your local system has **FTP** software:

  FTP: ftp.census.gov
  User name: anonymous
  Password: your full e-mail address

- The Census Bureau also offers a number of **news groups** and **online discussion groups**. To subscribe, send a mail message:

  E-mail: majordomo@census.gov
  Message: subscribe <listname>

  Among the available listnames are:

  Listname: ces@census.gov (for highlights of economic research)
  Listname: geoweb@census.gov (to discuss geographic access)
  Listname: press-release@census.gov (to receive all press releases)

- You may also ask **questions** or correspond with Census Bureau staff by e-mail. Some useful e-mail addresses are:

  E-mail: decennial@census.gov (for plans for the 2000 decennial census)
  E-mail: econ@census.gov (for economic statistics)
  E-mail: education@census.gov (for educational materials)
  E-mail: hhes-info@census.gov (for housing, income, and poverty information
  E-mail: ccampbel@census.gov (for microdata)
  E-mail: pop@census.gov (for population statistics)
  E-mail: pio@census.gov (for press releases and media inquiries)

Questions

There are twelve Census Bureau Regional Offices that provide general and technical assistance. Information Services Specialists are available to help data users locate, use, and understand Census Bureau products. All Regional Offices maintain an Internet site and a reference center of census publications, microfiche, maps, and CD-ROMs for the whole nation. Reference centers are open to the public during normal business hours.

Census Bureau regional offices may be reached at:

Atlanta, GA	*404-730-3833*
Boston, MA	*617-424-0510*
Charlotte, NC	*704-344-6144*
Chicago, IL	*708-562-1723*
Dallas, TX	*214-767-7105*
Denver, CO	*303-969-7750*
Detroit, MI	*313-259-1875*

Kansas City, KS	*913-551-6711*
Los Angeles, CA	*818-904-6339*
New York, NY	*212-264-4730*
Philadelphia, PA	*215-597-8313*
Seattle, WA	*206-728-5314*

The general number for Census Customer Services is:

Phone: 301-457-4100

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